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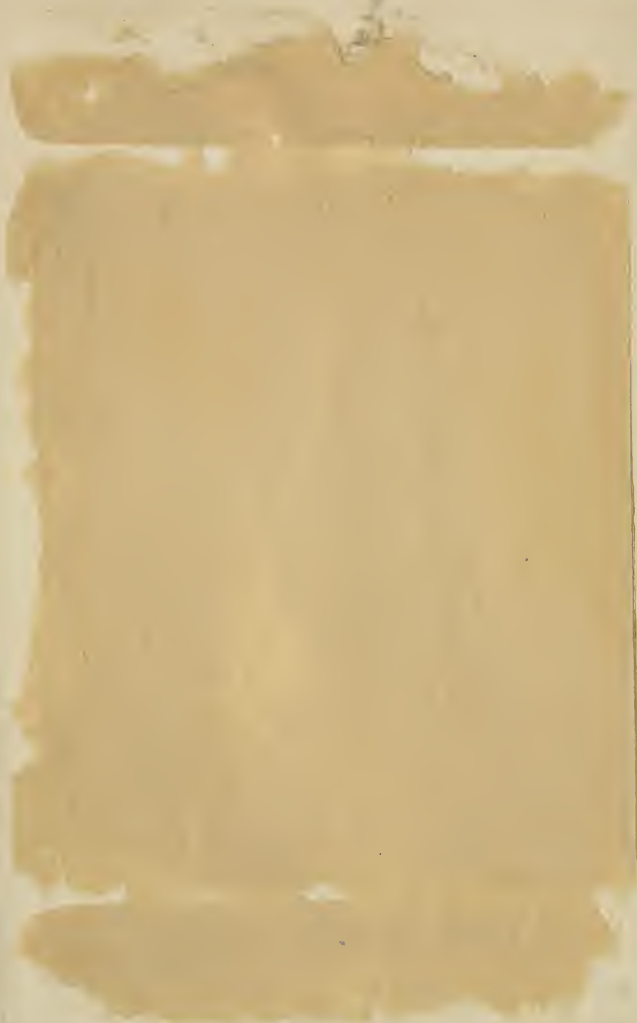


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METHODS OF CHURCH SCHOOL ADMINISTRATION

--- Howard J. Gee ---

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**Methods of
Church School Administration**

A Textbook for Community Training Schools and International
and State Schools of Sunday School Methods

Methods

OF

Church School Administration

BY
HOWARD JAMES GEE

Formerly Instructor in Administration Work International Training School,
Lake Geneva, Wis., and for Five Years Superintendent First
Presbyterian Church School, East Orange,
New Jersey



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TO

MY MOTHER

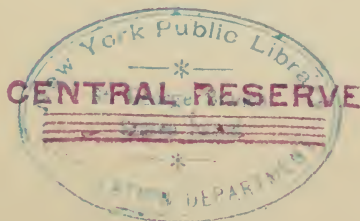
whose deep and abiding interest

in the Kingdom

has been both guide and inspiration

this little book

lovingly dedicated.



INTRODUCTION

WE are near the close of what might be called the "laboratory period" in Sunday School work. The past three decades have witnessed the development of the Graded Lessons; have seen the Primary Department expand into a Children's Division, with its four departments—the Cradle Roll, Beginners', Primary, and Junior; and watched the Teen-Age Department changed to a Young People's Division, with its three departments—the Intermediate, the Older Boys' and Older Girls', and the Young Men's and Young Women's. The Organized Class movement has likewise grown into an Adult Division, with its four departments—Men's, Women's, Parent-Training and Extension.

During this period there has also been developed a system of training leaders. The simple "Normal Manual" of twenty years ago has given way to and blazed the way for the present three-year Standard Teacher Training Course. Along with this growth have come the Community Training Schools, Schools of Principles and Methods, International Training Schools, and Departments of Religious Education in the

Introduction

higher institutions of learning. The Sunday school has in consequence become an institution requiring a very much better trained staff of supervising officers.

In view of the foregoing, the issuance of this splendid book, "Methods of Church School Administration," is very timely indeed. Born out of the mind of a devoted Sunday School superintendent who has kept step with the most progressive educational leaders of the day, it comes to help train Sunday school superintendents and general officers for the great task of supervising the modern graded Sunday school.

The plan of organization presented here has been most skillfully worked out and adapted to schools both large and small in the various types of communities in our American life. Sunday school superintendents, pastors, and all general officers of our Sunday schools will find in this volume a rich storehouse of information. If all will read it carefully, its wisdom will lead the Sunday schools of America forward with mighty strides.

This book presents ideals that are high, but not unattainable. It gives information that is technical, but gives it in a way that is inspiring. It is written in such style as to make it suitable both for reading and for study. We prophesy for "Methods of Church School Administration" a very wide and a very rich ministry.

W. C. PEARCE, *Pres't of Board of Managers,*
International Training Schools.

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PREFACE

IN this little book a sincere effort has been made to prepare a manual of practical administrative methods for workers in the church school. Careful study is made, therefore, of the duties and activities of each general officer and general committee only in so far as they are administrative in nature. For this reason the treatment is by no means comprehensive nor exhaustive.

The author has endeavored to work out a basal plan of organization for the church school which will be found practicable in small, medium-sized and large schools, for only such a plan is sound in both theory and practice.

Special attention is called to the questions, suggested projects, and lists of titles of books for reading and further study appended to each chapter. These should be given careful study not only because of their value to classwork, but because they frequently contain additional suggestions to those embodied in the text; viz.: Chapter 5, Projects 1 and 2.

Preface

The author wishes to express his gratitude to Professor Walter S. Athearn and to Mr. Frank L. Brown for their invaluable suggestions in the preparation of the charts; to Miss Margaret Slattery for her constant encouragement and stimulating suggestions in the preparation of much of the material; to Mr. William G. Boomhower for many helpful suggestions and his reading of much of the manuscript; and to the University of Chicago Press for permission to use some material drawn from W. N. Hutchins' "Graded Social Service for the Sunday School."

H. J. GEE.

East Orange, N. J.

Charts

CITY OF NEW YORK

OFFICIAL BOARD
OF THE CHURCH

Chart

I

The

Small School

The Pastor
Educational
Committee

ADMINISTRATIVE DIVISION

EDUCATIONAL
DIVISION

General
Sup't

SERVICE
DIVISION

THE

CABINET

Chairman
Educational
Division

Chairman
Service
Division

THE CABINET

THE CABINET

Class
Teachers

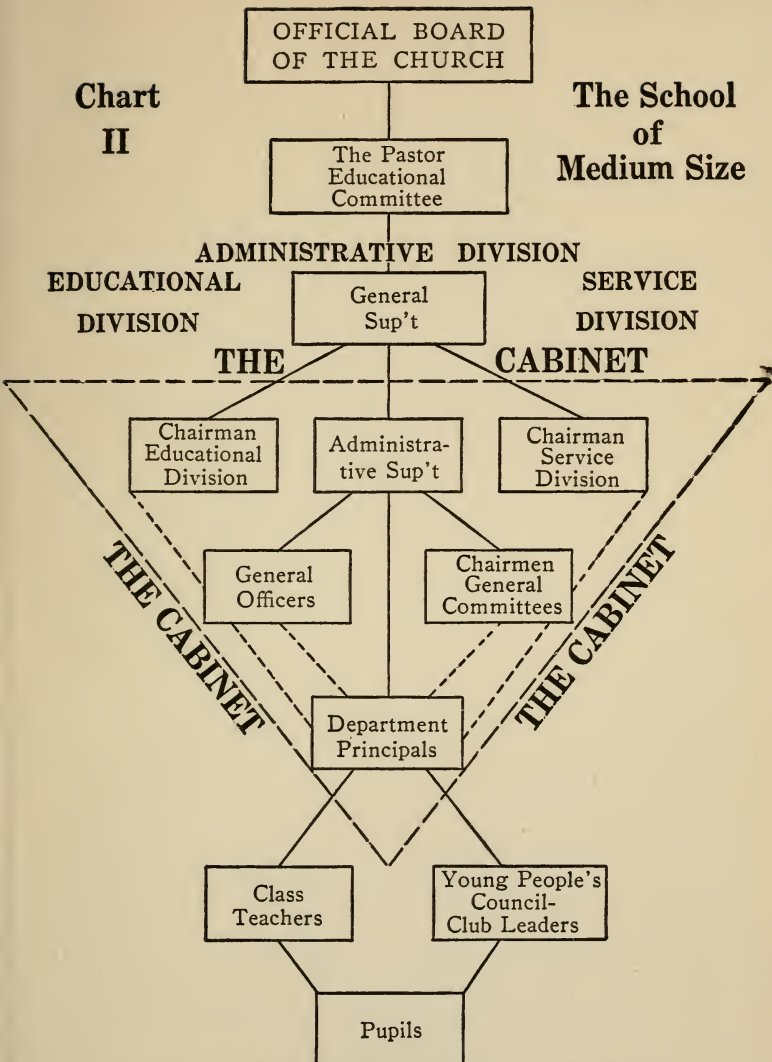
Pupils

Young People's
Council-
Club Leaders

THE ADMINISTRATIVE ORGANIZATION
OF
THE CHURCH SCHOOL

**Chart
II**

**The School
of
Medium Size**



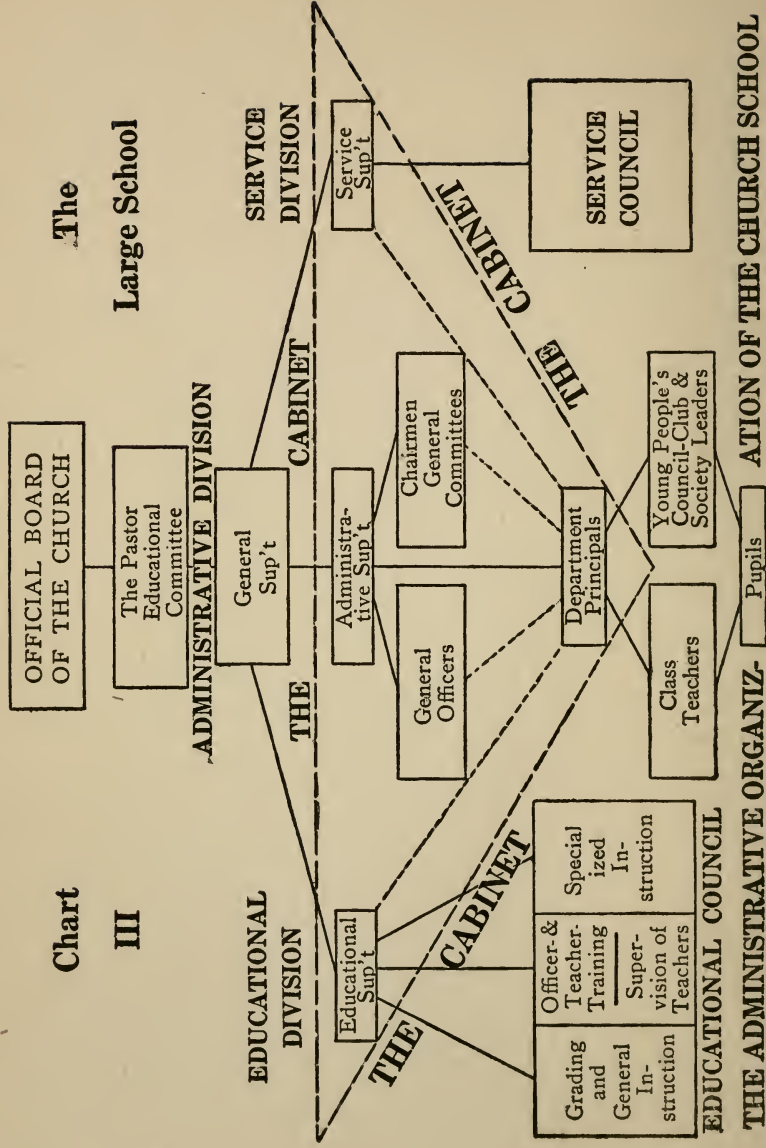
**THE ADMINISTRATIVE ORGANIZATION
OF
THE CHURCH SCHOOL**

Chart

III

The

Large School



I

THE CHURCH SCHOOL AND THE COMMUNITY

THE INFLUENCE OF THE CHURCH SCHOOL UPON THE COMMUNITY

IN this day of reconstruction and readjustment it does not seem out of place to apply to the program of the church school certain practical tests and measurements. That progressive methods of organization and sound pedagogical principles have greatly developed and strengthened this program there can be no question; but it is equally apparent that the church school has not fulfilled its whole duty to the church or to the community. To function properly in the life of the community the church school should exert a definite Christianizing influence upon the social, recreational, civic and religious life of that community.

1. **The Social Life of the Community.** The influence of the members of the church school upon the social life of the secular school should be distinguishable. Their Christian influence should be felt not only in the clubs, fraternities and societies, but in the whole school life. And, in order that the principles of Christ, rather than the principles of self-interest, may dominate, the

adult classes of the church school should make their Christian impact upon the social organizations and the business life of the community.

2. The Recreational Life of the Community.

The influence of church school pupils who are active in secular school athletics should make for very high standards of sportsmanship. Christian young people who are the leaders of these organizations should capitalize their prestige to lead the whole student body to higher planes of thought and life. Furthermore, all community recreation and recreational events—public playground activities, field days, carnivals, festivals and pageants—should enjoy the active support and wholesome supervision of the Christian young people of the community.

3. The Civic Life of the Community.

The church school must give proof of a real interest in the welfare of the community by translating this interest into active service. Pure food, proper housing, adequate protection for the child, the industrial worker and the foreigner—these should be matters of great concern to the church school. They should receive the support of the church school. That support must be constant and dependable.

4. The Religious Life of the Community.

Church schools should be solicitous for the spiritual welfare of the community. They should have a carefully formulated program of community evangelism in which every church school member should participate. This program, in articulation with that of the church and other

The Church School and the Community

Christian agencies, should make an impact upon the community such that all forces of evil are put to utter rout and all strata of community life are exposed to its influence.

MEANS OF EXTENDING THE INFLUENCE OF THE CHURCH SCHOOL

A program such as has just been outlined finds the present resources of the average church school inadequate. As the church is guardian of the church school it should be held strictly accountable for the provision of sufficient resources for its maintenance and sufficient means for the extension of its influence throughout the community. This expansion of its work and influence can be accomplished:—

1. **Through Adequate Equipment.** The graded church school requires adequate equipment with facilities for the accommodation of its separate units or departments. Without doubt the success of the union graded school in secular education has done much to convince rural and urban communities of their duty to the pupils of the church school and of the inadequacy of the average church building to meet the needs of the modern church school program. To minister to the social and physical, as well as the spiritual, needs of its pupils the church school demands a building of attractive exterior and of homelike interior, well adapted to every requirement—a veritable community center.

2. **Through Trained Teachers.** The decrease in the church school enrollment throughout the country during the past five years, the small

proportion of its membership uniting with the church, the severe loss sustained at the teen-age, the absence of that missionary spirit and evangelistic zeal so necessary to the development of Christian character—all these are attributable in the main to poor teaching. The church school needs more teachers, but it especially needs BETTER teachers!

Although it is quite impossible for most schools to secure an entire staff of trained teachers, every school can require its teachers to give to their work serious study of some type. In the community which boasts a Community Training School the problem is solved. Elsewhere teachers must look to the summer schools of methods for professional assistance or pursue independent study. However, every church school should offer at least one training class for those who wish to become teachers. The new social emphasis in secular education renders it imperative that the church school teacher be adequately equipped to interpret Christ's social message in terms which will win the young life for Christ and His service.

3. Through Trained Officers. It is the turn of the trained teacher to ask that the general and departmental officers of the church school be trained for their work. Though training previous to the assumption of office is seldom possible, every officer should feel the necessity of engaging in some form of study of the duties incident to his position. At present, city institutes and community training schools offer him courses

in specialization. In the future the inauguration of the officers' training class in the local school should go far toward solving the problems of the trained church school officer.

4. Through Organization of the Older Pupils. There should be no "teen-age problem". Someone has said that the real problem is not that of the teen-age but of those who endeavor to teach and supervise this age. When superintendents and teachers learn that a share of the responsibility for the conduct of the church school may safely be placed in the hands of older pupils, then, and then only, will these young people manifest a vital interest in the standards, ideals and spiritual welfare of their own school. Then, too, will the young people of the church schools of a community, through their inter-school council, exert a Christianizing influence upon that community.

5. Through Adequate Funds for Religious Education. The church has never been generous in its support of the church school. Recent surveys reveal the startling fact that the average church expends for janitor service twice the amount it devotes to the religious training of its children, and expends more than twice this latter amount upon the music for the church service of worship. That the church choir is not up to standard is matter for grave concern to many who quite ignore the fact that classes in their own church school have either totally incompetent teachers or no teachers at all!

The present tendency to compare standards of

Methods of Church School Administration

religious training with those obtaining in the field of secular education may succeed in awakening the church to a realization of the necessity for decided readjustments in the program of religious education which has been in operation during the past decade. Certain it is that the church must reorganize its whole program and machinery to function in terms of religious education if the community is to acknowledge its spiritual leadership.

In the succeeding pages an attempt has been made to outline a program which, if carefully followed, should do much to give to the church school its rightful place of influence as a highly efficient agency for the development of Christian character and a practical training-school for Christian leadership.

QUESTIONS FOR CLASS DISCUSSION

1. What changes in the organization of the church school have been effected in the past ten years? Of what particular benefits have they been the source?

2. What influence is your school exerting upon the secular school life of the community?

3. How many school athletes of your community are boys of outstanding Christian character?

4. Do the church schools of your community engage in a definite community welfare program? Is their financial support of community institutions systematic and dependable?

5. Have the Christian forces of your community a strong evangelistic program? To what an extent do the church schools share in this program?

6. Are all the church schools of your community well equipped to meet the physical requirements of a forward-looking program? If not, wherein are their facilities inadequate?

7. What proportion of the teachers of your school would you consider well trained? What proportion have

The Church School and the Community

taken at least one training course or have engaged in some independent study?

8. How many general officers of your school received training previous to the assumption of their duties? How many are now giving serious study to the technique of their work?

9. To what an extent do older pupils share in the conduct of the church schools of your acquaintance? In schools in which these young people have been given responsibility what facts are particularly outstanding?

10. What are the comparative expenditures of your church for the minister's salary, benevolences, janitor service, church music and the religious education of the children?

SUGGESTED PROJECTS

1. Write a short paper upon the weakness of the church school program for young men as revealed by the world war.

2. Be prepared to discuss the influence of certain boys and girls of your church school upon the social life of the high school.

3. Outline your ideas of ways in which the church schools of a community should support community recreation.

4. Study the civic and social service program of a church school of your acquaintance. Write a brief report upon the results of your study.

5. Outline an effective inter-church program of community evangelism, with definite provision for church school participation.

6. Plan an efficient campaign for the establishment of teacher-, officer- and committee-training classes in the church schools of a community.

7. Outline your ideas of a program for the church school which will enlist the leadership of the highest type of young manhood and young womanhood.

BOOKS FOR READING AND FURTHER STUDY

Tippy, *The Church and the Great War.*

Veach, *The Meaning of the War for Religious Education.*

Fosdick, *The Church's Message to the Nation.*

Faunce, *Christian Principles Essential to a New World Order.*

Speer, *The War and the Religious Outlook.*

Ward-Edwards, *Christianizing Community Life.*

II

THE PASTOR

THE PASTOR AND RELIGIOUS EDUCATION

THE Pastor's Training in Religious Education. Most pastors realize the importance of the church school to the life and growth of the church. Many of them are beginning to realize that if the pastor is to be the spiritual leader of his church school as well as of his church he must be a leader in his church school. He must therefore take the question of religious education seriously. Through attendance upon the sessions of city institutes, community training schools and schools of methods he must become an intelligent student of the aims and ideals of modern movements in religious education.

Religious Education in the Theological Seminary. Another hopeful sign is the attention which many theological seminaries are now giving to religious education. In fact, courses in the fundamentals of child-study, pedagogy and the organization and administration of the church school will very soon be found in the curriculum of every seminary.

HOW THE PASTOR MAY BE OF SERVICE

1. **Through the Official Board.** The pastor

The Pastor

who has made a serious study of the function of church school in the church and in the community should give the official board of his church a vision of that program. He should present to their eyes a vivid picture of the religious needs of the children and young people of the church and of the responsibility of the church for their spiritual welfare.

2. Through the Educational Committee. The pastor who is intelligent upon matters of religious education will be the source of great encouragement to the Educational Committee of the church. With a pastor of educational vision in constant co-operation this committee, responsible for the educational program of the whole church, can render valuable assistance to the Educational Division of the church school in the planning and execution of their program.

3. Through New Church Members. Religious surveys reveal the startling fact that as an efficient organization the church stands very low in the scale. The cause is not far to seek. Just as the nation has suffered long from the bad citizenship of so-called good citizens, so the church has suffered long in the hands of those who in a feverish desire to keep the Decalogue have adjusted the vision of their responsibility and obligation to the church to this narrow focus. In the reception of new members the pastor has an opportunity to be of great service by proposing their immediate enlistment in the work of the church school.

4. In the Pulpit. The pastor who possesses a

vision of the value of religious education to the church of the future may also be of service to the church school in his pulpit. His it is to galvanize into service the spiritual indifference of his congregation. His it is to present to the members of his church the needs of their children and young people and the joy of a life consecrated to their moral and spiritual welfare. In urging it as the duty of every church member to become acquainted with the school, the pastor should have reason to feel that the broad program of the school presents a convincing appeal for enlistment in its service.

5. **During the Week.** The pastor should be on the alert to discover new teaching material during his pastoral calls, reenforcing his pulpit appeals by personal solicitation of recruits for the training classes of the school. It is his task to convince parents that the spiritual rights of their children entitle them to an atmosphere of Christian co-operation and sympathy in the home; that the preparation of the home work of the church school is as important as that of the secular school; and that these conditions are necessary to the training of the child for Christian citizenship.

6. **In the School.** Though it may not be possible for him to teach a class, the pastor should be present during part of every session of the school to greet officers, teachers and pupils and, if called upon, to participate in the worship period of any of the departments. The general superintendent should make the pastor feel that

The Pastor

he is essential to the spiritual life of the school. He should require the pastor's services in the conduct of general teachers' meetings and in the program of worship of the school sessions which immediately precede Communion. He should also urge his teachers to impress upon their pupils the great privilege of frequent personal interviews with their pastor.

QUESTIONS FOR CLASS DISCUSSION

1. Why do not more pastors realize that to be leaders in their church school they must be intelligent upon matters of religious education?

2. What courses in religious education would you recommend to a busy pastor?

3. What percentage of the pastors of your community may be found in attendance at church school conventions?

4. Has your church an Educational Committee? Does it receive the pastor's co-operation?

5. Does your pastor make frequent pulpit appeals for service in the church school? Do they bring results?

6. Are your pastor's services made use of in every session of the school?

SUGGESTED PROJECTS

1. Write a paper upon the value to the pastor of a knowledge of religious education.

2. Select a list of ten books on religious education which might well be in every pastor's library.

3. Outline a plan whereby new church members may be inducted into immediate service in the church school.

4. Outline a plan whereby the school Committee of Reception and Welcome may secure the attendance of every church member upon at least one session of the school during the year.

BOOKS FOR READING AND FURTHER STUDY

Hatcher, *The Pastor and the Sunday School*.

Schauffler, *Pastoral Leadership of Sunday School Forces*.

Faris, *The Sunday School and the Pastor*.

III

THE GENERAL SUPERINTENDENT

HIS VISION OF THE CHURCH SCHOOL AND ITS WORK

THE general superintendent of a church school holds a position of great trust. To him has been given responsibility for the spiritual nurture of growing boys and girls. To a very large degree their character will be molded in his school, their vision of life formed under his guidance. Keenly alive to this great responsibility, the general superintendent should constantly pray for that guidance, that wisdom and that vision which will enable him to build an institution of great spiritual power in the church and in the community.

THE GENERAL SUPERINTENDENT'S RELATION TO THE CHURCH

1. His Relation to the Pastor. The general superintendent and the pastor should be in frequent consultation. The former should make the pastor his confidant, acquainting him with all his plans and policies for the school. He should give the pastor a weekly report of conditions in the school and should make definite suggestions as to how the pastor may be of greatest assistance during the coming week.

2. His Relation to the Educational Committee.

The General Superintendent

The Educational Committee has under its supervision the educational programs of all organizations of the church. This committee functions in the church school through the general superintendent or Educational Director who is their executive agent. In schools where the general superintendent is not the Educational Director, the Educational Committee functions through the former, the Educational Director serving in the capacity of superintendent of the Educational Division of the school. The Educational Committee of the church indorses or rejects the recommendations of the Educational Division of the school and in turn makes recommendations to the official board of the church.

3. His Relation to the Congregation. The general superintendent should, with the pastor's consent, occasionally make a direct appeal to the congregation from the pulpit. This appeal should consist of a statement of the ideals and immediate aims of the school, of the great opportunities for service which it offers, and should urge immediate enlistment in training classes. A strong and direct appeal from one whose life is largely given to the spiritual guidance of the children and young people of the church frequently brings to many a realization of the need and an overwhelming conviction of personal responsibility to meet it.

THE GENERAL SUPERINTENDENT'S RELATION TO THE SCHOOL

1. His Relation to the School as Chief Executive Officer. The general superintendent of the

small school will find it advisable to assume direct supervision of all administrative duties and to appoint from the teaching staff chairmen of the Educational and Service Divisions of the school. (See Chart 1.) In the school of medium size the general superintendent should appoint an administrative superintendent but should retain supervision of the educational and service work of the school through the appointment of chairmen of those divisions. (See Chart 2.) (It should be clearly understood at this point that the work of division or committee chairmen may not be exclusive of other duties and is subject to constant and direct supervision, whereas the work of divisional superintendents should be exclusive of all other duties and should enjoy a certain degree of autonomy.) In the large school the general superintendent should hold the administrative superintendent responsible for the supervision of the work of general officers and chairmen of general committees, as he holds the educational and service superintendents responsible for the work of their respective divisions. (See Chart 3.)

2. His Relation to the Cabinet. The general superintendent should either appoint or recommend for nomination and election those who are to serve in his cabinet as the general officers and chairmen of the general committees of the school. In the former case his appointments should receive the approval of the teachers and of the Educational Committee of the church. He should select as the officers of his cabinet

men and women who will be in thorough sympathy with his policies and intensely loyal to him, for in the stress of the work incident to the management of a church school he will need constant support and encouragement. Through frequent meetings of the cabinet the general superintendent will secure close co-ordination between the administrative, educational and service divisions of the school.

3. His Relation to the Teachers. (a) Through personal contact. The general superintendent will find frequent opportunity, through words of encouragement, letters of commendation and personal calls, to take a very personal interest in the life of every teacher of the school. By means of a personal letter of welcome, full of suggestions as to teaching material and school and department standards, he should do everything possible to give the new teacher that encouragement which is frequently needed and always most deeply appreciated.

(b) In Teachers' Meetings. By means of careful preparation the general superintendent can make his teachers' meetings mean much to the life of the school. A printed schedule of the meetings for the year should give the topic, group in charge, outside speaker and other items of interest. These topics should follow a logical sequence sufficiently broad in scope to cover many phases of the work of the school and permit the participation of different groups of workers. A successful type of meeting is that which follows an informal supper and precedes

the mid-week service. This plan permits of departmental meetings lasting from an hour to an hour and a quarter before adjournment to the mid-week service which by consent of the pastor should be devoted to the interests of religious education. A brief period for business should be followed by an address by the pastor or by an outside speaker.

4. His Relation to the Pupils. The general superintendent who makes an effort to become acquainted with the pupils of the school and their problems makes a worth-while investment. He wins the admiration of the younger children and the confidence of the older pupils. He comes into direct contact with representatives of the latter through his presence at meetings of the Young People's Council. (See Chapter 19.) The general superintendent who has the privilege and joy of working with these organized young people feels the utmost confidence in their loyal and constant support of his administration.

5. His Relation to the Service of Worship.
(1) **The Three Main Divisions of the Service of Worship.** The general superintendent and department principals must give to the preparation of their programs of worship the same thoughtful attention that they give to the programs of general and department teachers' meetings. The service of worship in the Junior, Intermediate, Senior and Young People's departments may be divided into three parts or divisions—the first or Praise period, the second or Business period and the third or Devotional period. He who would

The General Superintendent

make the Devotional period of great spiritual value must exercise the greatest care that a central theme should predominate throughout and that every part of the period should serve only to accentuate and re-emphasize this theme. This part of the service should suffer no interruption whatsoever! This period, to be effective, must unify and centralize the thoughts and interests of members of the assembly upon one common idea—communion with God. It is successful or not according as it meets this test.

(2) A Suggested Form for the Program of Worship. The following form of program is suggested for use in the Junior, Intermediate, Senior and Young People's departments. If closely followed it should consume from eighteen to twenty-two minutes.

FORM FOR THE SERVICE OF WORSHIP

1. PRAISE PERIOD.

Orchestral (or piano) prelude.

Ushers clear aisles, seating everyone.

The assembly rises as the leader ascends platform.

Call to worship—recited by the leader.

Response by the assembly—recited in concert or sung.

The Lord's Prayer.

Opening hymn of praise.

(Doors opened for late comers.)

2. BUSINESS PERIOD.

Announcements and notices.

Other school or department business.

(Doors opened for late comers.)

3. DEVOTIONAL PERIOD.

Hymn—One verse. This should bear directly upon theme of program.

Scripture. This should bear directly upon theme of program.

Prayer—by one person or by a class in concert—upon theme of program.

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Talk—not more than five minutes—pointed and upon theme of program.

Prayer—very brief.

Hymn. The prayer and hymn which follow should be upon theme of program.

Dismissal to classes.

QUESTIONS FOR CLASS DISCUSSION

1. How many general superintendents of your acquaintance seem to have caught the vision of the place of the church school in the church and in the community?

2. Do the superintendents of your acquaintance enjoy the whole-hearted co-operation of their pastors?

3. What is the relation of the Educational Committee to the church school?

4. How are the general officers of your school selected? Is the method successful in every respect?

5. Do the meetings of your school cabinet succeed in thoroughly co-ordinating the work of the school?

6. Do the general teachers' meetings of your school follow a definite series of topics? Does that series cover many phases of the work of the school?

7. Do the teachers of your department co-operate to make the service of worship one of spiritual inspiration?

8. From your personal observation is the service of worship always built upon one central theme?

9. Do the themes of the services of worship in your department follow a definite and logical sequence?

SUGGESTED PROJECTS

1. Write a paper outlining your ideas of the relation the general superintendent of a school should bear to the church and to the community.

2. Be prepared to discuss the function of the Educational Committee of the church with reference to the church school.

3. Write a paper upon ways in which a general superintendent may be of assistance to his teachers during the week.

4. Give a report of a particularly successful teachers' meeting recently held in your school.

5. Outline a strong program for a meeting of the teachers of the department in which you are an officer or a teacher.

6. Block out a service of worship for the Intermediate Department upon the theme "Reverence for God's

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House"; one for the Senior Department upon the theme "Loyalty to Ideals and to God"; another for the same department upon the theme "Good Citizenship."

BOOKS FOR READING AND FURTHER STUDY

Hurlbut, *Organizing and Building Up the Sunday School.*

Brown, *The Superintendent and His Work.*

Wells, *The Successful Sunday School Superintendent.*

Brown, *Sunday School Officers' Manual.*

Faris, *The Sunday School at Work, Chap. 1.*

Lawrence, *How to Conduct the Sunday School.*

IV

THE EDUCATIONAL DIVISION AND THE EDUCATIONAL SUPERINTENDENT

THE Educational Division of the School. The Educational Division comprises in the scope of its activities the entire educational program of the local school. This includes classification and grading, general religious instruction, the training and appointment of officers and teachers, the supervision of teachers, and specialized instruction. Experience has taught the necessity of the organization of an educational division in the church school for the reason that the duties of the Educational Committee of the church cover too broad a field to insure to the church school that constant attention which its spiritual welfare demands. Furthermore, the most efficient results are gained under the advice of educational experts who are at work in the school.

In the small school the general superintendent or an especially well qualified teacher should have direct supervision of this work. In the school of medium size the general superintendent should appoint someone to give careful study to the supervision of the educational program. Though there will probably be slight differences

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in the division of this work in the large schools, it seems worth while to emphasize the need in every large school for the services of a Supervisor of Classification and a Supervisor of Specialized Instruction. These officers form with the educational superintendent the Educational Council of the school.

Classification and Grading. The new pupil should be taken at once to the supervisor of classification or to the educational superintendent. A card should be filled out in triplicate, giving information as to the pupil's name, address, age, necessary data concerning his parents, and his public school and church school records. One of these cards should be sent to the general secretary, one to the secretary of the department in which the pupil is to be placed and one retained by the supervisor.

The International Sunday School Association at its last quadrennial convention in Buffalo in 1918 adopted the following standard of classification and grading:—

DEPARTMENTS

CHILDREN'S DIVISION—

Cradle Roll—Birth to three years of age.

A Cradle Roll Class for those under four years who attend the sessions of the school.

Beginners' Department—4 and 5 years.

Primary Department—6-7-8 years.

Junior Department—9-10-11 years (12 yrs. optional)

YOUNG PEOPLE'S DIVISION—

Intermediate Department—12-13-14 years.

Senior Department (Older Boys' and Older Girls' Department)—15-16-17 years.

Young People's Department (Young Men's and Young Women's Department)—18-19-20-21-22-23-24 years.

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ADULT DIVISION—

Men's Department.

Women's Department.

Parent-Training Department.

Extension Department.

This classification is not to be considered rigid, especially in the upper departments. There is at present a tendency in city schools to base the line of separation of the Junior and Intermediate departments directly upon the public school division; that is, pupils in the eighth grade of the public schools are placed in the graduating class of the Junior Department, while pupils who are in the first year of the high school are admitted to the lowest year of the Intermediate Department. The wisdom of this plan is apparent from the fact that the church school does not separate pupils who are together five days of the week in the public school. The Intermediate and Senior Departments of many schools are called the "High School" or the High School Department.

THE TEEN-AGE DEPARTMENT

The small city school and the small rural school will find it more practicable to form a Teen-age Department for pupils thirteen to twenty years of age. This classification, though not an ideal one, preserves to the teen-age pupils a degree of departmental recognition.

BOYS' AND GIRLS' DEPARTMENT

A number of schools have established Boys' and Girls' Departments. Educational opinion is somewhat divided upon the success of this plan,

for experience teaches that a high degree of all round leadership is required properly to engineer these organizations. This leadership demands more than a thorough knowledge of the teaching process; it requires a perfect understanding of the four-fold life of the boy and the girl. However, schools rich in the possession of such leadership will find the establishment of these departments a venture which pays big dividends.

General Religious Instruction. Subject to the approval of the general superintendent and the Educational Committee of the church, the Educational Division has supervision of the courses of study and textbooks in the curriculum of every department of the school. As the brief period of the Sunday session is totally insufficient for the development of a strong program of religious education, the Educational Division must also be prepared to supervise additional sessions of the school during the week. Such a broad program of religious instruction will depend for its support (1) upon a staff of trained teachers who possess a vision of its possibilities and (2) upon an enlightened sentiment in the local church and community. However, this enlarged program has already met with a degree of success sufficient to warrant the belief that the establishment of a national system of week-day religious instruction is not far distant.

The Training and Appointment of Officers and Teachers. A very important part of the educational program of the local school is concerned with the training and appointment of officers

and teachers. As courses in teacher-training are in general operation, this paragraph will deal more particularly with the training and appointment of officers. That one seldom finds a general officer or a chairman of a general committee who received training previous to the assumption of his duties is proof of the need of this type of work.

Members of the officer-training classes should study a textbook on the organization and administration of the church school and prepare notebooks to be turned in at the conclusion of the course as part of the final examination. These notebooks should contain notes of the students' general laboratory work, consisting of observations of the work of the general officers and consultations with them upon that work. As supervisor of these classes the educational superintendent should confer the International grade certificates upon those who pass the work and, in consultation with, and subject to the approval of the general superintendent and the Educational Committee of the church, should give the graduates of these officer-training courses and the graduates of the teacher-training courses definite appointments as officers and teachers.

The Supervision of Teachers. Whereas the supervision of those appointed or elected as general officers or as chairmen of general committees passes into the hands of the administrative superintendent of the school, the supervision of teachers, including their public recognition and

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installation, and the provision of substitutes, is properly the duty of the Educational Division. Subject to the approval of the general superintendent and the Educational Committee of the church, the educational superintendent's power to remove or transfer teachers is absolute.

QUESTIONS FOR CLASS DISCUSSION

1. Does a public school principal or teacher make a good educational superintendent? What other qualifications should he possess?

2. How is the educational program of your school supervised?

3. Do you favor elective courses in the Intermediate Department? In the Senior Department? Give your reasons.

4. Are you acquainted with church schools that have established Boys' and Girls' Departments? What has been their experience?

5. Has there been an attempt upon the part of any church school of your community to establish week-day religious instruction? If so, what has been the experience?

6. Has your school an officer-training class? a committee-training class?

7. How are the teachers of your school appointed? Is the method a successful one? Give reasons.

8. Why are the members of officer-training classes under the supervision of one department and under the supervision of another department immediately after their appointment to office?

9. Do you favor the plan for the supervision of teachers advocated in this text? Give your reasons.

SUGGESTED PROJECTS

1. Be prepared to discuss the qualifications of the ideal supervisor of classification and grading.

2. Write briefly your opinion of modern tendencies in curriculum-building.

3. Be prepared to state the characteristic mental differences between the pupil of fourteen and the pupil of eighteen.

4. Write a paper upon the methods by which co-operative week-day instruction might be established in the church schools of your community.

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5. Be prepared to discuss the officer-training course, its length and its requirements for graduation.

BOOKS FOR READING AND FURTHER STUDY.

Athearn, *The Church School.*

Hurlbut, *Organizing and Building Up the Sunday School.*

Cope, *The Efficient Sunday School.*

Lawrance, *How to Conduct a Sunday School.*

Meyer, *The Graded Sunday School in Principle and Practice.*

Cope, *The Modern Sunday School.*

V

THE EDUCATIONAL DIVISION AND SPECIALIZED RELIGIOUS INSTRUCTION

SUPERVISION of specialized religious instruction, such as that in missions, temperance and purity, is another important duty of the Educational Division of the local school. Instruction in temperance and purity may be made the incidental task of the class teacher or may be assigned to the departmental teacher of missions as an additional duty.

The Missions Group. The general superintendent or a capable teacher of the small school should give serious study to a program of specialized instruction for the school. In the school of medium size the educational superintendent should assign the work of specialized instruction to one or more well-trained teachers. In the large school the supervisor of specialized instruction should have associated with him a corps of departmental teachers of missions. The teachers of missions form, with the supervisor of specialized instruction, the Missions Group of the school. This body should have representation upon the Missionary Committee of the church.

Departmental Teachers of Missions. Possess-

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ing an intense natural interest in missions, supplemented by thorough study and training, the departmental teachers of missions may either train the teachers of a department in this specialized subject or may come into direct contact with the classes themselves. If possible, they should have at their disposal specially prepared and appointed rooms or alcoves in which to teach the missionary lessons. These teachers should base their lessons upon the work of the missionaries and mission schools in which the school as a whole is interested and to which organized classes in the upper departments are giving financial support. The appointment of one or two teachers of missions to each department should make it possible for a missionary lesson to be presented to each class of the department at least once in the quarter.

Missionary Exhibit Rooms. Reference has been made to rooms especially appointed for the teaching of missions. Every school should endeavor to select at least one room or alcove which may be devoted exclusively to the interests of missions. It should be equipped with large and small scale maps of mission fields and stations, curios of every description and photographs of missionary heroes and of the missionaries and mission schools to which the school is giving support. As one or even two missionary rooms will be found insufficient to accommodate the classes which receive missionary instruction at any one session of the school, the use of these rooms may be made the reward of classes

whose record in missionary interest and service merits special commendation.

Departmental Missionary Programs. It is the duty of teachers of missions to plan and to supervise all missionary programs. To achieve the best results, these programs should involve the participation of a large number of pupils. The ten or twelve monthly programs of the year, assigned in advance to as many classes, may take the form of debates, tableaux or dramatizations, alternating between the home and foreign fields. Children are especially fond of impersonating strange people, of wearing their dress and learning their customs; and their presentations never fail to grip their audience and to create deep impressions of great spiritual value. An abundance of material for these programs, such as maps, charts, costumes and curios, may be secured from denominational headquarters or from the Missionary Education Department of the Interchurch World Movement, 45 West 18th Street, New York City.

The Vision of the Life of Service. The activities which center about the theme of missions must achieve more than that which has been described in the preceding paragraphs. Efficient missionary teaching and strong missionary programs should so enlarge the pupil's vision of the world and its needs that, unconsciously perhaps, he begins to think in terms of service before he has left his early teens. These initial impulses should be made to expand and grow under the proper nourishment until there cul-

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minates an impelling desire on his part to join that "band of great souls with whom to live is to do His will."

QUESTIONS FOR CLASS DISCUSSION

1. Why should instruction in missions and missionary service require a higher type of training than that necessary for the teaching of temperance and purity?

2. When might the sessions be held wherein teachers of missions give instruction to the class teachers? Is this plan as practicable as the plan advocated in the text?

3. Does the missionary training given in your school adequately prepare for, and impel pupils later to assume, duties in the missionary societies of the church?

4. What is your opinion of the departmental teachers of missions plan? Are you acquainted with schools where it is in successful operation?

5. Do older pupils assume responsibility for and participate in the missionary programs of your school?

6. Would you class your school as strong in missionary endeavor? If so, to what causes do you attribute this strength?

7. Does your school regularly send representatives to summer missionary conferences?

SUGGESTED PROJECTS.

1. Outline a plan whereby training for every missionary organization of the church may be received in the church school.

2. Be prepared to discuss the ways in which a mission-study class of pupils should function in the church school.

3. Write a paper upon the departmental teacher of missions plan.

4. Block out four platform missionary programs for the Intermediate Department, alternating between the home and foreign fields.

BOOKS FOR READING AND FURTHER STUDY

Hixon, *Missions in the Sunday School*.

Trull, *Missionary Programs and Incidents*.

Douglass, *The New Home Missions*.

Trull, *Missionary Methods for Sunday School Workers*.

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Diffendorfer, *Missionary Education in the Sunday School.*

Trull-Stowell, *The Sunday School Teacher and the Program of Jesus.*

Paxton, *A Part of the World Program.*

Koehler, *Boys' Congress of Missions.*

Brown, *Sunday School Officers' Manual, Chap. 19.*

VI

THE SERVICE DIVISION AND THE SERVICE SUPERINTENDENT

THE Value of Expression to Religious Education. In religious education, as in all education, there must be expression for every impression. Truths taught must bear fruitage through action expressive of those truths. There should be suitable provision made, therefore, for the demonstration of truths. For, to teach the child that it is right to give and to serve and then not to provide opportunities for this service is unjust, even injurious to the child's nature. Furthermore, expression possesses its great educational value when directed into channels of activity which exert influence in the formation of character.

Grading Expressional Activities Into a Unified Program. If, then, impressions of Christian truth are graded to meet the capacity and needs of the child, so also should the forms of expression of these truths be carefully selected and graded in order that the initial impressions may be properly re-enforced. Moreover, the departmental programs of activities, so adapted to the interests and needs of the child as to stimulate his progressive development, should possess a

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continuity of aim and purpose which will insure a well unified program for the whole school.

The Service Division of the School. As has been previously stated, the very closest co-ordination must obtain between the Educational and Service Divisions of the school in order that the ideals of the curriculum may be easily and effectively translated into right conduct. Properly to administer graded service activities, there is need of a Service Division in the organization of the church school, for experience teaches that unless there is definite provision for graded service in the program of the average school this phase of its work inevitably fails to receive the unified support to which its value to the spiritual welfare of the school entitles it.

The service program of the small school may be administered by the general superintendent or by one whom he may appoint to supervise these activities. In the school of medium size the service superintendent should receive assistance in the supervision of a carefully graded program for all departments of the school. The service superintendent of the large school should have associated with him a group of assistants whom he may consider his Service Council.

The Program of Service in the Beginners' and Primary Departments. The Beginners' and Primary departments should formulate programs in which games and play activities which possess service value play a large part. In making simple toys and gifts for other children these little people may be taught to think of

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others. Making objects to be sent to children in hospitals and in foreign lands will also lead their thinking out into broader fields.

The games and activities of the Primary Department will naturally be of somewhat more advanced a character than those of the Beginners' Department. Primary pupils should be taught helpfulness in the home and unselfish service to their classmates.

The Program of Service for Juniors and the Teen-age. Though the classes of the Junior Department are seldom organized, their program of service activities should be very carefully graded. As their interest in their school, their church and their community is a natural one, pupils of this department should enjoy the same freedom of choice in their service to which pupils of teen-age are entitled.

Pupils from thirteen to fifteen years of age are beginning to form moral judgments; in pupils sixteen to twenty years of age this sense is well developed. Their sense of justice is keen, their sense of loyalty strong. During the teen years the response of pupils to serious study of the community is genuine and convincingly altruistic. A strong program of service for these ages should endeavor to inculcate loyalty to the church, a social spirit which finds expression in community service and a sense of Christian obligation to the whole world by encouraging pupils to elect definite service in each of these fields.

A Program of Graded Service. The program

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of graded service here given is based upon service in the three fields to which reference has just been made. It will be observed that each class has elected to assume three definite obligations. Having assumed these obligations, classes are constantly reminded that lapse of effort upon their part may bring suffering and want to those to whom their support has been pledged.

GRADED SERVICE CURRICULUM

JUNIOR DEPARTMENT—HOME CHURCH

1. Looking after their own classmates.
2. Beautifying their room by a gift.
3. Making or securing illustrative objects for the Sunday school lesson.
4. Girls' or Boys' chorus choir.

INTERMEDIATE DEPARTMENT—HOME CHURCH.

1. Looking after their own classmates.
2. Interesting themselves in younger boys and girls.
3. Beautifying their own room.
4. Contributing to their department column of the school paper.
5. Designing posters and place cards for church functions.

SENIOR, YOUNG PEOPLE'S AND ADULT DEPARTMENTS— HOME CHURCH

1. Promoting class welfare and oversight of members.
2. Personal interest in boys and girls of the church.
3. Beautifying the classroom with an appropriate gift.
4. Editing department column of the school paper.
5. Rallying young people to attend church functions.
6. Entertaining at the home church a group from a settlement.

THE COMMUNITY—FOR ALL DEPARTMENTS

1. Orange Memorial Hospital.
2. Anti-Tuberculosis League of the Oranges.
3. Orange Bureau of Associated Charities.
4. Young Men's Christian Association of the Oranges.

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5. Young Women's Christian Association of the Oranges.
6. Orange Valley Social Settlement.
7. Orange Fresh Air Work.
8. The Consumers' League of New Jersey.
9. Overseer of the Poor.
10. East Orange Social Settlement.
11. East Orange Aid to the Sick.
12. Children's Aid Society of the Oranges.
13. Baby Welfare Work of the Oranges.
14. The Diet Kitchen of the Oranges.
15. Orange Orphans' Home.
16. Collecting stamps, magazines and making games for others.
17. Making kimonos, bags and slippers for a hospital.
18. Giving a picnic or providing a week in the country for others.
19. Watching for refuse in vacant lots, poor condition of streets, etc.
20. Community Red Cross work of all descriptions.

The author wishes to express his indebtedness for the basic plan of this graded service to that admirable little book, "Graded Social Service in the Sunday School," by W. N. Hutchins, The University of Chicago Press.

JUNIOR DEPARTMENT

Class Teacher	Home Church	Community	Larger World
Miss Marie Thorne	2	11	Hampton Institute
Miss Margaret Purdue	1	9	Polytechnic Institute (Porto Rico)
Miss May Oh sen	1	7	Polytechnic Institute
Miss Elizabeth Smith	2	15	Polytechnic Institute
Miss Gertrude Burgess	4	17	Am. Seamen's Friend Society
Miss Eliz'beth Wolfarth	1	13	Hampton Institute
Miss Emma Browne	1	7	Polytechnic Institute
Mrs. Bertha Wehner	1	20	Hampton Institute
Miss Enid Hallett	3	16	Hampton Institute
Miss Marg. Mitchell	1	5	Polytechnic Institute
Mrs. Ralph C. Craig	2	12	Dr. & Mrs. Austin (Missionaries)
Mrs. William Wood	1	6	Mr. Fred Falconer (Missionary)
Miss Anna Kissam	1	3	Polytechnic Institute
Miss Elizabeth Prizer	2	14	Polytechnic Institute
Miss Lillian Lord	1	2	Mr. Fred Falconer
Miss Natalie Kissam	1	1	Hampton Institute
Miss Eva A. Hurst	2	8	Am. Seamen's Friend Society
Miss Jeannette Larson	4	18	Polytechnic Institute
Mrs. H. E. Gardner	1	19	Hampton Institute
Miss Ethel Ward	1	6	Mr. Fred Falconer

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INTERMEDIATE DEPARTMENT.

Class Teacher	Home Com-		Larger World
	Church	munity	
Mr. W. B. Simpson	1	12	Dr. and Mrs. Austin
Mrs. E. A. Matthews	4	16	Mr. Falconer
Mr. S. G. Wright	3	15	Dr. and Mrs. Austin
Miss Adelia Johnson	3	7	Polytechnic Institute
Dr. H. C. Jackson	5	9	Boys' School. Sangli, India (Scholarship)
Mr. F. C. Scofield	3	19	Dr. and Mrs. Austin
Miss Margaret Colie	5	20	Rev. D. N. Snodgrass (Mission'y)
Mr. W. T. Eddy	1	4	Boys' School, Sangli, India
Miss Helen Browne	1	5	Rev. D. N. Snodgrass

SENIOR DEPARTMENT

Class Teacher	Home Com-		Larger World
	Church	munity	
Mrs. B. T. Anderson	2	15	Rev. R. T. Gettys (Missionary)
Mrs. H. N. Condict	4	2	Rev. R. T. Gettys
Miss Mary C. Prizer	1	17	Mr. Fred Falconer
Mrs. S. J. Oliver	1	13	Mr. Fred Falconer
Mr. J. W. Tebbetts	2	19	Boys' School, Sangli, India
Miss Lillian Spohr	1	8	Park College, Parkville, Mo.

YOUNG PEOPLE'S AND ADULT DEPARTMENTS

Class Teacher	Home Com-		Larger World
	Church	munity	
Mr. D. McF. Moore	1	7	Indian Interpreter, Ganado, Ariz.
Mr. Geo. A. Horton	1	7	Indian Interpreter, Ganado, Ariz.
Mr. W. J. McCracken	5	3	Harbison College, Irmo, S. C.
Miss E. Wortendyke	2	15	Park College, Parkville, Mo.
Mr. William H. Smith	1	10	Harbison College, Irmo, S. C.
Miss Ethel Goodwin	6	18	Miss Ruth McCandliss Mission'ry) Polytechnic Institute

The numerals found opposite the names of classes refer to corresponding numerals in the graded service groupings. For example, Mr. Simpson's class in the Intermediate Department chose service 1 in the Home Church group and service 12 in the Community group. These may be found by reference to the Graded Service Curriculum, pages 53 and 54. For their Larger World service this class elected to co-operate in the support of Dr. and Mrs. Austin.

HOW THE CLASS-GROUPS CONTRIBUTE

<i>Benevolence</i>		<i>Classes</i>	<i>Chairmen</i>	<i>Pupil Secretary</i>
Dr. and Mrs. Austin.....	50	Mrs. Craig, Messrs. Anderson, Scofield	Mr. Scofield	Alan Anderson
Ruth McCandliss.....	50	Miss Ray, Teacher-Training.....	Miss Ray	Asenath Cox
Boys' School, Sangli, India.....	35	Messrs. Tebbetts, Eddy, Jackson.....	Dr. Jackson	George Kaighn
Rev. R. T. Gettys.....	20	Mrs. Condict, Mrs. Anderson.....	Mrs. Condict	Katherine Gray
Rev. D. N. Snodgrass..	25	Miss Colie, Miss H. Browne.....	Miss Browne	Dorothy Wilson
Mr. Falconer.....	70	Miss M. Prizer, Mrs. Oliver, Mrs. Wood.....	Mr. Oliver	Katharine Cooke
Indian Interpreter.....	50	Messrs. Horton, Moore.....	Mr. Horton	Donald Colpitts
Polytechnic Institute, Porto Rico.....	100	Misses Larson, E. Prizer, Mitchell, E. Browne, Ohlsen.....	Miss Mitchell	Dorothy Bush
Park College.....	60	Miss Wortendyke, Miss Spohr.....	Miss Wortendyke	Audrey Fieger
Harbison College.....	50	Mr. W. H. Smith, Mr. MacCracken.....	Mr. Smith	Karl Manning
Whitworth College.....	50	General Officers.....	H. F. Babbitt	Walter Robertson
Maryville College.....	50	Men's Bible Class.....	Mr. Whiston	
Hampton Institute.....	70	Mrs. Wehner, Mrs. Gardner, Miss Hallett.....	Mrs. Gardner	Malcolm Douglass
Asheville School.....	50	Women's Bible Class.....	Mrs. Anderson	Miss Seger
American S. F. S.....	20	Miss Hurst, Miss Burgess.....	Miss Hurst	Reginald Vincent
\$925				

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Contributions by Class-groups. It is frequently the case that one class finds itself unable to contribute the amount pledged to the support of a missionary or the amount of a scholarship. In this event the Service Council, in consultation with the general treasurer and his Finance Committee, should group two or more classes together, giving due attention to the grade and interests of the classes so grouped. One of the teachers may serve as group chairman; but the pupils should elect from their own number a group secretary. This officer should, through frequent correspondence, establish an intimate relationship between class-group and missionary or student.

Those classes which have chosen to support community institutions should endeavor to become personally acquainted with the institutions to which they are giving their thought and financial support. If, during the period of worship, the service superintendent will occasionally call for informal reports from class officers upon the success of their service work, he will be insuring constant interest and effort in class service.

QUESTIONS FOR CLASS DISCUSSION.

1. Why is the lack of provision of suitable expressional activities an injury to the child?
2. Are the service activities of your school well graded? Is the program for the whole school an unified one?
3. Have the church schools of your acquaintance clearly defined Service Divisions? If so, is the work of the Service and Educational Divisions well co-ordinated?
4. What should be the chief marks of difference between the service activities of the Primary Department

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and those of the Junior Department? Between those of the Junior Department and the activities of the Senior Department?

5. Why the three classifications—home church, community and larger world?

6. What are the advantages in having class service activities tabulated and printed?

7. Are there advantages in the plan of calling for oral reports before the assembly?

8. What is the value of properly supervised visitation of institutions by classes?

SUGGESTED PROJECTS

1. Outline a plan whereby the service council may give to the upper departments of the school a vision of true service.

2. Write a paper giving your ideas upon how the "teen-age" problem may best be solved.

3. Outline a plan whereby the older pupils may be of definite service in a religious survey.

4. Be prepared to discuss the pedagogical soundness of the classification of service into the three fields described in the text.

5. Draw up a carefully graded service program for a school which has three boys' classes and three girls' classes in each of the following departments: Intermediate, Senior and Young People's.

6. Outline a plan of visitation of institutions which will function properly in the lives of pupils thirteen years of age; one for pupils twenty-four years of age.

BOOKS FOR READING AND FURTHER STUDY.

Hutchins, *Graded Social Service for the Sunday School*.

Ward, *The Social Creed of the Churches*.

Ward, *Social Service in the Sunday School*.

Fisher, *The Way to Win*.

Keeble, *The Social Teaching of the Bible*.

Towne, *Social Problems*.

Elwood, *Sociology and Modern Social Problems*.

Tippy, *The Church a Community Force*.

Social Service pamphlets issued by the Federal Council of the Churches of Christ in America.

VII

THE ADMINISTRATIVE SUPERINTENDENT

General Duties of an Administrative Superintendent. There has long been a need in the church school for an officer of the general staff who may devote his entire attention to administrative duties. The general superintendent seldom has opportunity to inspire in the general officers and the members of general committees a vision of the invaluable service which they may render the school and a desire to become proficient in their work through training and study. It should therefore be the principal duty of the administrative superintendent to inspire such a vision and insure the serious attitude of these officers toward their work.

As stated in Chapter 3, the general superintendent of the small school should assume supervision of all administrative duties. In the school of medium size the general superintendent should appoint an administrative superintendent to have supervision of the work of all general officers and general committees. The general superintendent of the large school should also hold the administrative superintendent responsible for supervision of the

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work of general officers and general committees.

His Relation to the Division Superintendents and General Officers. Although for reasons of organization of subject matter treatment of the administrative superintendent and his duties has been deferred until after discussion of the Educational and Service Divisions of the school, this officer should always be considered next in command to the general superintendent. In the event of the latter's absence from the sessions of the school or from cabinet or teachers' meetings, the administrative superintendent acts as chief executive officer. Associated with him in the membership of the General Officers' Department are the pastor, the general, educational and service superintendents, the general secretary, the general treasurer, the librarian, the music director, and the chairmen of the general committees on Publicity, Reception and Welcome, Evangelism and Home Co-operation, Social Life and Recreation, Special Days, and the president of the Young People's Council.

His Relation to the Chairmen of General Committees. The administrative superintendent also has supervision of the work of all general committees of the school. As he must possess a thorough knowledge of the duties of general officers, so must he be well informed upon the work of general committees. Periodically he should call the chairmen of these committees into conference to outline with them plans for special emphasis upon their part of the school program. These plans should then be presented

The Administrative Superintendent

to the cabinet for careful consideration, as this practice insures the unification of the whole administrative program.

His Relation to Other Religious Educational Organizations. The administrative superintendent who would have his general officers proficient in their work must educate them to a realization that this demands a wide outlook upon religious education. His program should include their regular visitation of other church schools for purposes of observation and inspiration, their enrollment in the specialization courses offered by community training schools and schools of church school methods, and their attendance upon district, county and state church school conventions. In an endeavor to carry out such a program the administrative superintendent will therefore be quite within his rights in demanding that specialization conferences be offered in these conventions.

His Relation to County Administrative Standards. Inasmuch as a definite program of work should have been adopted by the Administrative Division Committee of his county, the administrative superintendent of the local school should use every effort to insure the adoption upon the part of his school of the Local Church School Ideals suggested by that committee. These ideals or standards, as given in "A Working Manual for Sunday School Association Officers and Committees," issued by the Field Department of the International Sunday School Association, are—

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- (a) A Monthly Workers' Conference.
- (b) The budget of the church school included in the church budget.
- (c) An up-to-date system of records and reports.
- (d) Administrative Division books in the church school worker's library.
- (e) The Administrative Officers of the church school in attendance upon County and Township or District conventions.

QUESTIONS FOR CLASS DISCUSSION.

1. How may the administrative superintendent be of service to the general superintendent?
2. Why should the administrative superintendent be second in command to the general superintendent?
3. Is any assistant superintendent of your school performing the duties of an administrative superintendent?
4. In there much visitation of other schools on the part of the general officers of your school?
5. How can the administrative superintendent secure attendance at training schools and conventions on the part of his general officers?
6. Should the expenses of workers who attend conferences and conventions be paid by their own school?

SUGGESTED PROJECTS.

1. Outline the duties of the administrative superintendent of the church school.
2. Briefly differentiate between his duties and those of a general superintendent.
3. Make a list of topics the discussion of which would be of great value to meetings of general officers.
4. Outline a strong convention program; give the theme of the convention and strong themes for conferences of general officers.
5. Work out a plan of campaign for a County Administrative Committee which will secure adoption of the five ideals or standards in most schools of a county.

BOOKS FOR READING AND FURTHER STUDY.

- Brown, *Sunday School Officers' Manual*.
Brown, *The Superintendent and His Work*, Chap. 5.
Athearn, *The Church School*.
Faris, *The Sunday School at Work*.
Cumminggim and North, *Organization and Administration of the Sunday School*.

VIII

THE GENERAL SECRETARY

HIS Personal Qualifications. The position of general secretary of the church school is one of such responsibility that his selection should be made with the greatest care. Schools which are able to offer remuneration to officers or teachers will do well to consider first the position of a salaried general secretary. No one should be appointed or elected to this office whose training does not thoroughly qualify him for the position. Among other qualifications, the general secretary should possess tact and unlimited patience, have a "head for figures" and be confirmed in the note-book habit. He should take great delight in his work and constantly study its technique.

His Relation to the General Superintendent and to Divisional Superintendents. The importance of close co-operation between the general secretary and the general superintendent cannot be too strongly emphasized. From carefully prepared records and reports the former should possess a thorough knowledge of conditions in all departments of the school and be ready to make recommendations to the general superintendent based upon that knowledge; for from these reports and recommendations the general

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superintendent must judge the educational efficiency of the school. As much of this information compiled by the general secretarial staff is invaluable to the Division Superintendents, the relation between these two groups must be harmonious.

His Relation to the General Secretarial Staff. The general secretary of a school of medium size or of a large school should be provided with a staff of assistants adequate to the proper discharge of this important work. He should then employ sound judgment in the distribution among these assistants of such fundamental duties as securing and keeping accurate and up-to-date information as to:

1. The school enrollment by classes, grades and departments.
2. The school enrollment by clubs and other affiliated organizations.
3. Promotions by grades and by departments.
4. Non-promotions, withdrawals and the causes thereof.
5. The individual record in card form of every pupil, showing:
 - (a) name and address,
 - (b) place and date of birth,
 - (c) name, address and church relationship of parents,
 - (d) date of admission of pupil to school,
 - (e) date of admission to church membership,
 - (f) public school record or business association,
 - (g) attendance upon school and services of the church,
 - (h) home preparation of the lesson,
 - (i) service to class, school, church and community.

His Relation to Department Secretaries. The general secretary's relation to the department secretaries should be one of suggestive helpfulness and co-operation. He should call the department secretaries into frequent conference with the general staff; and several times a year

The General Secretary

should hold a meeting of all class, club and society secretaries. This practice promotes a thoroughly unified and efficient system and a splendid esprit-de-corps among the secretarial staff of the school.

His Relation to the New Teacher. Through the secretary of the department in which the new teacher is to take up his work the general secretary should supply the fullest information as to the personal record, characteristics and home environment of every pupil of his class. He must also be ready to furnish such additional information as may subsequently come to his attention. It will be his duty, furthermore, in order that supervision of the teacher's work may be intelligent, to supply to the educational superintendent whatever information of value he may have as to the teacher's previous professional record.

His Relation to Parents. The general secretarial staff should establish close relation with the parents of every pupil of the school. The pupil's enrollment card should give adequate information as to the religious life of his parents. If they are not members of the school, they should receive several times during the year a cordial letter of invitation to join the Adult, Home or Parents' departments. The general secretarial staff should also give the names and addresses of parents to the superintendents of these departments in order that their committees may extend a further personal invitation to membership.

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His General Relation to the School. Through the effective use of department bulletin boards the general secretary has an opportunity to make his work of great interest and value to the school. On these boards he may post detailed comparative records of attendance, punctuality and offerings. In the announcement of meetings he may call attention to their special features in a manner that will arouse interest and secure good attendance. In co-operation with the administrative superintendent, he has an opportunity to direct attention to interesting activities of other schools.

QUESTIONS FOR CLASS DISCUSSION

1. What advantages are to be gained from having the general secretary of the school a salaried officer?
2. In order adequately to perform the work how many assistants should the general secretary of a school of three hundred members require? One of six hundred members?
3. Do the secretaries of your school meet in frequent joint conference?
4. Of how much practical assistance can the general secretary be to the new teacher?
5. What can the general secretarial staff do to enlist the interest of parents in the school?
6. Are the bulletin boards in your school put to good use?
7. Do the secretaries of your school attend institutes, training schools and conventions?
8. Do your city and county conventions provide conferences for church school secretaries?

SUGGESTED PROJECTS

1. Be prepared to give your ideas of what additional work might be demanded of a salaried general secretary.
2. Block out a practicable division of work between a general secretary and three assistants.
3. Write a paper upon the general secretary's relation to the new teacher.

The General Secretary

4. Write a paper upon the relation that should obtain between the secretarial staff and the parents of pupils of the school.

BOOKS FOR READING AND FURTHER STUDY

McKinney, *The Secretary and His Assistants.*

Brown, *Sunday School Officers' Manual.*

McEntire, *The Sunday School Secretary.*

Hurlbut, *Organizing and Building Up the Sunday School.*

Fox, *Sunday School Records and Reports.*

Mead, *Modern Methods in Sunday School Work, Chapters 9 and 11.*

IX

THE GENERAL TREASURER

HIS General Duties. The importance of the office of the general treasurer of the church school is often underestimated. Great care is exercised in the selection of the right man for the general superintendency and the best available candidate for the office of general secretary, but too frequently the selection of the general treasurer is left to chance.

One who has shown ability in handling large funds makes an ideal general treasurer. He should be methodical and accurate, inasmuch as his duties comprise the receipt of school funds from all sources and the payment under proper authorization of all school expenses.

He should also be able to approach those of the church who are in a position to give generously to the school, for occasionally a pressing need will arise which, in the nature of the case, could not have been foreseen when the budget was prepared.

His Relation to the Finance Committee and to Class Treasurers. (1) The Finance Committee. The general treasurer should have associated with him a Finance Committee. Part of its membership may be drawn from the school and part from the church at large. The plan of

The General Treasurer

having on the Finance Committee one or two of the large givers of the church is worthy of trial.

(2) **Class Treasurers.** The treasurer will find it advisable occasionally to call into conference with the Finance Committee the treasurers of the organized classes of the school. These officers entrusted with class funds should make regular reports to the general treasurer upon all class funds which they have received and expended since the previous meeting. This practice assures a constant check upon all school funds, and provides valuable training for the work of general treasurer.

TRAINING IN GIVING

(1) **Church Support of the School.** That the church should support its school either wholly or in large measure is now well recognized. Perhaps the strongest argument lies in the fact that this practice offers the largest opportunity for training in giving—training which becomes a great asset to the church when these young people grow into manhood and womanhood.

(2) **Training in Stewardship.** Members of the church school should be taught their responsibility for the financial support of their church. That church members do not give generously to their church is due to the fact that they did not catch the vision of stewardship during their early years. They have been allowed to grow up in the belief that any amount, however small, is acceptable to the church because the

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church has never asked "large things for God."

(3) **The Systematic Beneficence Plan.** The Systematic Beneficence Plan which is finding such favor in the church should also be made the basis of church school giving. This may take the form of a pledge in support of school benevolences or may be divided, part in support of the school and part in support of the church. A pledge of a definite amount per week from every member forms the most satisfactory basis for a sound financial policy for the school and for training in stewardship.

His Relation to the Budgets. (1) **The Expense Budget.** The general treasurer and the Finance Committee should prepare a budget of expenses at the beginning of each school year. It should be large enough to cover all possible needs, and should include a contingency fund. This budget should then be submitted to the board of trustees of the church for their approval.

(2) **The Benevolence Budget.** The Finance Committee should also make up a tentative budget of benevolences and apportion items to the different departments of the school, with the suggestion that each department determine how it will meet its obligations. The portion of the budget allotted to the upper departments should be carefully discussed by officers, teachers and pupils. Once the organized classes have determined upon their service activities, there will be opportunity for the general treasurer and the Finance Committee to assist in apportioning

The General Treasurer

amounts among classes, for their experience will at once make it evident that some classes have obligated themselves to a degree greater than they should reasonably assume, whereas other classes have set for themselves goals unworthy of their calibre. This process will frequently necessitate regroupings and a possible revision of the benevolence budget.

His Relation to Other Organizations. The efficient general treasurer will keep in close touch with his denominational headquarters, for in return for prompt payment of school missionary pledges headquarters will gladly furnish to the treasurer abundant information upon fields in which his school has assumed obligations, and will make invaluable suggestions as to new fields into which the school may contemplate extending its work.

In acquiring for his school the reputation for meeting financial obligations ON TIME, he will enable it to escape the stigma under which so many religious organizations labor. May the day soon come when the management of church school funds will always be entrusted to one fitted by temperament and training to render efficient service.

QUESTIONS FOR CLASS DISCUSSION.

1. How was the treasurer of your school selected? Has he genuine business ability?
2. Has your general treasurer been successful in securing some large gifts for the school?
3. Does your school receive financial support from the church?
4. Do the older pupils have an opportunity to assist in determining the budget of their department?

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5. Does your school urge each member to make a yearly pledge?

6. Do you know of a school that has adopted this system recently? Have the amounts raised for benevolences increased since this method was adopted?

7. Has your school a reputation for the prompt payment of obligations? If not, is it the fault of the general treasurer or of others?

8. Do your treasurer and the Finance Committee make the school giving full of interest?

9. How are the expense and benevolence budgets made up in your school?

SUGGESTED PROJECTS

1. Make a list of the ways in which a resourceful treasurer of a school may raise money.

2. Block out a plan of work for a general treasurer and two assistants.

3. Write a paper upon the value of systematic beneficence to a church school.

4. Make an outline of topics suitable for discussion in a conference of church school treasurers.

5. Arrange five financial items that would interest the members of the Young People's Department if posted on their bulletin board.

BOOKS FOR READING AND FURTHER STUDY

Brown, *The Sunday School Superintendent and His Work*, Chap. 14.

Brown, *Sunday School Officers' Manual*, Chap. 16.

Fisher, *The Way to Win*, Chap. 8.

Lawrance, *How to Conduct a Sunday School*, Chap. 13.

Schauffler, *Ways of Working*, Chap. 13.

Boynton, *The Model Sunday School*, Chap. 15.

Wells, *The Successful Sunday School Superintendent*, Chap. 30.

X

THE LIBRARIAN

HIS Personal Qualifications. The ideal librarian loves books, procures the very best books for the school library and is resourceful in devising ways and means of getting officers, teachers and pupils to read them. His eyes and ears are always open. He is a constant reader, and therefore well informed upon all subjects. He is ever on the alert to press home any momentary advantage to be derived from public events or from special attention given the library from the platform of any department of the school. At such times his follow-up is immediate and effective.

The Duties of the Library Committee. The membership of the Library Committee should represent every department of the school. These men and women should indorse every book before it is purchased for the library. It is a far better plan for the committee to purchase one or two books each month than a great number at any one time; and it is also their duty to bring these books to the attention of the workers of the school in every possible way. Periodically the general superintendent should devote a part of the teachers' meeting to the committee's presentation of the merits of books

recently added to the library. In general the committee should utilize every method for drawing attention to books, pamphlets and magazines which will be of very real assistance to workers.

The Library. If possible, choose an attractive room for the school library. Encourage frequent use of this room by its refined appointments, comfortable chairs and good lighting.

Place the books in separate vertical compartments and establish the rule that when a book is taken the borrower should withdraw the card found inside the front cover, write upon it his name and the date and leave it in the compartment where the book was found.

Catalogue the books by departments and classify them under subjects—such as history, biography, psychology, methods of teaching, etc., in order that one may easily and quickly secure the book that meets his needs. If there are books for younger pupils have them classified and placed in a separate section.

Methods for Securing General Use of the Library. In most schools it has been found very difficult to get a large number of workers to make use of the books in the school library. Certain volumes are in frequent use, but even these circulate among a comparative few. The following suggestions are gathered from the experience of several schools whose librarians have achieved success in promoting extensive use of books in the school library.

(1) The librarian will stimulate more extensive use of library books if a bright, interesting

The Librarian

announcement of each new book is made from the platform of the department for whose workers it should have particular interest.

(2) Pupils who are members of officer-training and teacher-training classes may well bring to the attention of the school those books to which they have given special study in their work.

(3) Pupils who are members of the Library Committee may also write brief reports upon books and post the reports upon department bulletin boards. Occasionally they should also make very brief oral reports to departments for whom the books should have special interest.

(4) One general teachers' meeting in the year might well be devoted to reports upon and discussion of the books in the school library. It is interesting and valuable to have specialization books made the subject of discussion and study in department meetings and those of a more general nature taken up in the general teachers' meeting.

of the needs of every worker in the school, and he should prepare lists of those officers and teachers in whose hands each book is to be placed. To avoid awkward delays in the circulation of library books it is well for each worker at the expiration of the time specified to return the book in his possession to the librarian, who may then loan it to another.

(6) The librarian should suggest to the organized classes of the school lists of books upon the fields in which they have elected to perform service. It is also within his province to procure

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from the public library books and magazines of service to classes which are doing special research work in religious fields.

QUESTIONS FOR CLASS DISCUSSION

1. Which plan do you prefer: a library appropriation made from the school budget or a fund raised separately?

2. Should the school library be open during the week? If so, how would you arrange to have someone constantly in charge?

3. Are the books in your school library widely read? If not, give what you think are the reasons for this condition.

4. How are new books announced in your school?

5. Do members of your officer-training and teacher-training classes make heavy demands upon the school library?

6. Does your Library Committee send to members of the Home and Parents' departments bulletins which announce books of interest to them?

7. Is your library generally patronized by the organized classes of the school?

SUGGESTED PROJECTS

1. Outline a plan whereby the librarian may keep himself posted upon the books in the library without his reading every one.

2. Write a paper upon the functions of the Library Committee.

3. Plan an officers' and teachers' library of one hundred volumes; one of five hundred volumes. Give in each case the proportion of books which should be allotted to each classification.

4. Be prepared to discuss simple systems of cataloging and arranging the books of the school library.

5. Supplement the ways of using the school library stated in the text.

6. Study a school library other than your own and write a report upon your work.

BOOKS FOR READING AND FURTHER STUDY

Mead, *Modern Methods in Sunday School Work*.

Wells, *The Treasurer and the Librarian*.

Brown, *Sunday School Officers' Manual*, Chap. 17.

Boynton, *The Model Sunday School*.

Faris, *The Sunday School at Work*.

Foote, *The Librarian of an American Sunday School*.

XI

THE MUSIC DIRECTOR

MUSIC IN THE CHURCH SCHOOL

THE Relation of Music to Life. In that part of the chapter on the general superintendent devoted to the service of worship attention was called to the great value of music to the church school. Our national experience of the past few years has re-emphasized the fact that good music is indispensable to the highest and fullest mode of life. The war taught the inestimable value of community music, that is, music in which all participate. The realization has also come that assembly music in which all participate may be made of the greatest value to the service of worship of the church school.

The Use of the Best Music. Children are naturally musical. There is no greater privilege, therefore, than to nourish and strengthen this natural characteristic by giving children always the VERY BEST music! There is no greater mistake, also, than to descend to the use of the cheap, jiggy tune to secure momentary enthusiasm! "The best is none too good" is an invariably safe rule in music. It is also well to keep in mind the fact that the church school service of worship offers the only opportunity that

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many children have of hearing good music.

The Duties of the Music Director. If the general superintendent is not a musician he will do well to select someone to have entire charge of the music of the school. This Music Director, in co-operation with the Music Committee, plans the music for all departments of the school. In addition to possessing a thorough knowledge of music the director must be in sympathy with children and one whom children like. It is NOT necessary that he be a finely trained singer! Many successful leaders of singing are very indifferent singers, but they are men and women who love music and radiate love of music and joy in its participation.

The Music Committee. This committee should be composed of the leaders of singing and the accompanists of each department, several members from the school at large and one or two of the older pupils. As the best music requires serious rehearsal, the committee should plan its work well in advance. It will also be necessary to prepare a budget of estimated expenses for the year, covering the cost of vocal and instrumental music and expenses incident to special occasions. The music director should consult this committee in the selection of music, of members of the department choirs and of the school orchestra. It will also be their duty to select the hymnals. Those of the lower departments must be free from technical difficulty, but possess music of the HIGHEST type! These two requirements are not mutually exclusive.

The Music Director

The School Choral Work. (1) **Choral Possibilities.** The music director who would have music function in the service of worship will make use of the choral possibilities of the school. This choral singing may consist of an informal grouping of the best voices near the piano or orchestra or of the formation of a well-organized chorus. At rehearsal a chorus should learn the chants, responses and new hymns which are to be used in the department assembly. In addition, it should be frequently called upon to render special music, such as an anthem or an anthem with solo obligato.

(2) **A Definite Organization.** It is wise for a group of young people serving in this capacity to have a very definite organization the officers of which assume responsibility for regular attendance, weekly rehearsals, good deportment and business-like methods. Such an organization should maintain cordial relations with the choruses of other schools, and at least once a year co-operate with them in a combined musical program given for the community.

The Accompanists. A most important factor in securing good vocal music is the accompanist. Every department of the school should possess a good piano kept in **perfect tune** and a **very good** pianist. Superintendents who are not themselves musical too frequently are satisfied with the services of anyone who can stumble through a hymn. Indifferent accompanying not only ruins much potentially good music, but is a grave injustice to the singers. The accom-

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panist should have in advance a copy of the service of worship for which he is to play and an opportunity thoroughly to familiarize himself with the music to which he is to give his support. To achieve the best results leader and accompanist must work in perfect harmony.

The School Orchestra. (1) Recruiting the Orchestra. A school orchestra gives fine support and added enjoyment to the service of worship and to other musical programs. Schools which can afford to do so pay one or two members of the orchestra who are not members of the school, requesting that they rally about them their friends who would enjoy the association and those members of the school whose musical ability would contribute to the strength of the orchestra. The salaried music director who is a music teacher is usually able to recruit from his pupils a small orchestra which will do very creditable work.

(2) Activities of the Orchestra. The orchestra should play all the chants, responses and hymns of the service of worship and special numbers on occasion. Their playing at the monthly teachers' meeting adds a delightful feature to the evening. To do satisfactory work this organization will also find it necessary to rehearse during the week. Once or twice a year a combined concert by the school orchestra and choruses will provide a very enjoyable program for the whole church.

THE ASSEMBLY SINGING

How Hymns Should be Sung. Remember

first that good singing is not of necessity predicated upon a large volume of sound; and therefore never resort to dramatic methods to secure mere vocal enthusiasm. Insure the fact that the meaning of the words of every hymn is perfectly clear to everyone before the hymn is sung. Attention to the words as a hymn is sung always guarantees good diction and a consequent good tone quality.

Marking the Time and Rhythm. Have everyone hold his hymn-book in a position such that he may easily observe the time-beat. Bear in mind that the down beat should always be given on the first count of each measure. If the accompaniment be well played, however, it will be necessary to beat only the opening measures or at points where time and rhythm change.

Varying the Program. The experienced leader of singing will vary the program as much as possible. He will utilize good solo voices among teachers and pupils. He will encourage classes to sing their favorite hymns for the assembly, boys competing in vocal rivalry with girls and teachers with pupils. But all these interesting features **MUST** contribute to, rather than detract from, the spiritual atmosphere, for the assembly singing is not an end in itself, but a part of the service of worship.

QUESTIONS FOR CLASS DISCUSSION

1. Does the music of your school assemblies contribute to the atmosphere of worship?
2. Do you approve of the type of music of the hymnal used in your department of the school?

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3. Does the Music Director of your school receive compensation?

4. Is your Music Committee given a budget upon which to plan its work?

5. Are the musical instruments in your school of good quality and kept in good tune?

6. Are the department accompanists of your school excellent musicians?

7. Have you a school orchestra? If so, how is it recruited?

8. Has your school a chorus? More than one? Do they function in the life of the school?

SUGGESTED PROJECTS

1. Write a paper upon the value of music to the religious life.

2. Be prepared to discuss the statement made in the text that children are naturally musical.

3. Make a list of the advantages accruing from the employment of a salaried Music Director.

4. Plan the music for a service of worship in the Senior Department upon the theme of "Reverence."

5. Write a paper upon the prerequisites of good assembly singing.

BOOKS FOR READING AND FURTHER STUDY

Wells, *The Successful Sunday School Superintendent*, Chap. 6.

Brown, *The Superintendent and His Work*, Chap. 9.

Brown, *Sunday School Officers' Manual*, Chap. 18.

Hartshorne, *Worship in the Sunday School*.

Hartshorne, *The Book of Worship in the Sunday School* (with Leader's Manual).

Sutherland, *Famous Hymns of the World*.

Mason, *A Guide to Music*.

Wells, *Thirty-four Hymns and Their Stories*.

Brown and Butterworth, *Story of the Hymns and Tunes*.

SONG BOOKS SUITABLE FOR THE CHILDREN'S DIVISION

Hill, *Primary and Junior Songs for the Sunday School*.

Leyda and Burgener, *Junior Hymns and Carols*.

Danielson and Conant, *Songs for Little People*.

Hall and Yale, *Songs for Little Singers*.

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SONG BOOKS SUITABLE FOR THE YOUNG PEOPLE'S DIVISION

Alexander, Waite et. al., *Songs of Service* (The University Society, Inc.).

Presbyterian Committee, *Alleluia* (The Westminster Press).

Winchester and Conant, *Worship and Song* (The Pilgrim Press).

Smith, *Hymnal for American Youth* (The Century Company).

CHORUS AND ANTHEM MUSIC

Hall, *O Lord, My Trust* (Novello).

Atherton, *Sing We Now Our Hymns of Gladness* (Schirmer).

Warren, *Even Me* (Schirmer).

Foster, *The Night Is Far Spent* (Novello).

Foster, *There Were Shepherds* (Novello).

SELECTIONS FOR THE ORCHESTRA

Handel, *Largo* (Xerxes).

Handel, *Hallelujah Chorus* (The Messiah).

Handel, *Pastoral Symphony* (The Messiah).

Mascagni, *Intermezzo* (Cavalleria Rusticana).

Dvorak, *Largo* (New World Symphony).

Schubert, *Allegro* (Unfinished Symphony).

Mendelssohn, *Priests' March* (Athalie).

Mendelssohn, *A Midsummer Night's Dream*.

Haydn, *Andante* (Surprise Symphony).

Wagner, *Pilgrim's Chorus* (Tannhauser).

XII

THE COMMITTEE ON PUBLICITY

MEMBERSHIP of the Committee. The church school, as the training department of the church, should enjoy a share of the publicity which the church gives to its activities. To insure this the school should have representation upon the church Committee on Publicity. For the nucleus of its own committee the school should select business men who have occasion to use publicity methods in connection with their own business. These members of the committee should be willing to instruct the others in methods of church publicity.

The Effectiveness of Co-operative Publicity. Just as churches secure the very best results through co-operative publicity, so the church schools of a community will learn that by combining their ideas and resources the results are immediate and gratifying. This plan greatly helps the weak church and school. This evidence that the forces of Christianity believe in their work to the extent of making large expenditures profoundly impresses the enemies of religion. It demonstrates to the forces of evil that the church is united. It strengthens the forces of righteousness by giving them renewed

The Committee on Publicity

assurance that their own power is by no means inconsiderable.

Use of the Local Press. The Committee on Publicity will find that editors of the local press are glad to receive live, interesting copy that is descriptive of worth-while church school activities. It should be prepared as carefully as possible in order that little editorial work will be necessary. This will win the newspaper man's sympathy and co-operation.

The Committee will, of course, let the type of its advertising be governed by the season. News items of the early fall should center around Rally Day and the campaign leading up to this important event. The amount of space used will vary with the time of year. If the fund available for this kind of advertising is a modest one, utilize it early in the fall in order that the quick results obtained may have an immediate effect upon the school and perhaps influence generous friends of the school to supplement this amount by individual contributions to the publicity fund.

The Form and Location of the Advertisement. Experience has proved that the most effective form of advertisement is the quarter-page space taken across the top or bottom of the page. "Choose locations carefully; on the pages with or opposite to editorials or telegraphic, local or sporting news. Best of all, some editors permit churches, like war agencies and other community interests, to buy front page space. If possible, arrange that there be no other advertising

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on the page.” (McGarrah—“Practical Inter-church Methods,” page 276.)

Other Forms of Co-operative Publicity. There are other types of publicity which the church school can use to advantage. As in all other religious advertising, the strongest appeal is made by combining the church school forces of the community. The following methods have been employed with success by many schools:

1. “Go-To-Church-School” buttons to be worn by all members of the church schools of the community.
2. Dodgers for use in offices, stores, factories, hotels, restaurants, etc.
3. Cards of invitation with map of community showing nearest church.
4. Posters for store and office windows, banks, hotel lobbies, etc.
5. Banners hung over streets and carried by automobiles.
6. Photographs of churches, schools and church school officers of community.
7. Outdoor concerts and missionary pageants by church school forces of the community.

Methods for the Individual School. There are many ways in which the individual school can utilize publicity methods to great advantage. Probably the most effective method of reaching the entire church membership is through use of the weekly church calendar. The part reserved for school news ought to contain the latest figures of enrollment, featuring especially the departments which show a real gain. News of school activities, such as missionary programs, excerpts from addresses by visiting religious experts, and proposed concerts or pageants makes interesting reading even to those who profess little interest in the church school; and

it often paves the way to the enlistment of new recruits.

The School Paper. Every church school needs a school paper. This may be issued monthly, bi-monthly or quarterly, and can be made almost or entirely self-supporting through advertisements. The departmental copy should be prepared by the pupils themselves, so far as possible. The paper should print the names of new officers and teachers, new pupils, and the names of those who have performed signal service for the school, church or community. As has already been suggested, it should print the curriculum of graded service once or twice a year in order that all may know what the classes and departments have elected as their service. Reports of this work also make interesting news items for the paper.

The School Manual. The school should also publish a manual which includes the school constitution and by-laws, matter descriptive of each department, and an account of each school organization, its officers, object and methods of work. Photographs of attractive rooms in the school, its officers and teachers and a few missionary programs or pageants add greatly to the appearance and interest of such a manual. As such a booklet possesses a degree of permanency, it will not be found difficult to secure sufficient advertising to defray its entire cost.

QUESTIONS FOR CLASS DISCUSSION.

1. What proportion of the publicity efforts of the church should draw attention to its school?

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2. What forms of free publicity can the church school use to advantage?
3. To what degree should the church school employ the publicity methods of business concerns?
4. What would you consider a satisfactory training course in publicity for older pupils of the school?
5. Can you give reasons other than those cited in the text for co-operative church school publicity?
6. How much space in your weekly church calendar is reserved for church school news? Is it well utilized?
7. What are the advantages of having the older pupils prepare the copy of their departments?
8. Does your school publish a manual? Do you consider it of great value?
9. Is the expense of its publication met by advertisements?

SUGGESTED PROJECTS

1. Write a paper upon the value of publicity to the church and church school.
2. Block out a church school publicity campaign for a year, specifying the types you would employ and the approximate proportion of the fund to each.
3. Be prepared to defend the superiority of co-operative publicity over that done by the individual school.
4. Prepare copy for three different advertisements of Rally Day in your school. Prepare two of Children's Day.
5. Make a list of the methods by which a school paper may be effectively distributed.
6. Block out a plan whereby older pupils may prepare copy under adequate supervision.

BOOKS FOR READING AND FURTHER STUDY

Stelzle, *Principles of Successful Church Advertising*.
Smith, *Publicity and Progress*.
Reisner, *Church Publicity*.
Ellis, *Advertising the Church*.
Fisher, *The Way to Win*, Chap. 7.
McGarrah, *Practical Interchurch Methods*.

XIII

THE COMMITTEE OF RECEPTION AND WELCOME

Membership of the Committee. The work of the Committee of Reception and Welcome is of vital importance to the successful administration of the church school. Its membership should consist of representatives of every department of the school, including the Home and Parents' departments. It is important that older pupils also have a place on this committee. In order thoroughly to integrate this type of work the committee should have representation upon the church Committee of Reception and Welcome.

The Reception and Welcome of Visitors. Everyone who is not a member of the school should be asked to register in the Visitors' Book immediately upon his arrival. This should give the necessary information as to the visitor's name, address and membership in or connection with any other religious organization. If he comes from a distance, the committee will show him every attention and accommodation, in order that his trip may be profitable. If he is a member of the immediate or of a nearby community, and free to choose a church home, the

committee should improve its opportunity.

Enlisting Adults. The adult visitor should be invited to attend the session of one of the Adult Bible classes. If a parent, he should be urged to enroll as a member of the Parents' Department and to bring the children on the following Sunday. His name and address should be reported at once to the general superintendent and to the secretarial staff, the former to write a letter of welcome; the latter to call, if possible, during the week. If regular attendance at the sessions of the school be found impossible, the visitor's name and address should be given to the superintendent of the Home Department, who will immediately extend to him a cordial invitation to membership.

Ushering. The Committee of Reception and Welcome has complete supervision of the work of ushering. Older pupils should have large representation upon this committee. The assignment of one member to the Beginners and one to the Primary Department is usually sufficient. The number of ushers assigned to other departments will, of course, be governed entirely by local conditions. Ushers assigned to a department will receive their instructions from the superintendent of that department. Ushers assigned to duty at the social and recreational activities of the school will be responsible to the officer or committee in charge.

Ushering in the Church. Older pupils who show special aptitude for this type of work are invaluable to their church. Their services

The Committee of Reception and Welcome

should be in constant demand by organizations other than the church school. As recognition of unusual proficiency the chairman of the Committee of Reception and Welcome of the church school should recommend young people as ushers at the church services and at local religious conventions.

GENERAL RULES FOR USHERS

1. Keep careful watch upon heating, lighting and ventilation of assembly rooms.
2. Keep all entrances and doors closed except during intermissions or at times when those entering will in nowise disturb the program.
3. Do not at any time tolerate the slightest suggestion of disorder.
4. Do not allow standing in the aisles during the service of worship.
5. Be on the alert to assist elderly people and very young children.
6. Do not allow "horseplay" at social and recreational activities.
7. In emergencies take command of the situation with a firm hand.

QUESTIONS FOR CLASS DISCUSSION

1. Why is the work of the Committee of Reception and Welcome of importance to the church school?
2. How can the church Committee of Reception and Welcome be of service to the church school?
3. How are visitors received and cared for in your school? Are they asked to register?
4. Are your school ushers chosen largely from the ranks of the older pupils?
5. Do older pupils usher at through-the-week activities? With what success?
6. Do older pupils make good ushers at church evening services and at conventions?

SUGGESTED PROJECTS

1. Work out a plan whereby the church and church school Committees of Reception and Welcome may work in close co-operation.
2. Write a paper upon the use of older pupils as ushers in the church school.
3. Work out a simple drill to be employed by ushers in emergencies.

XIV

THE COMMITTEE ON EVANGELISM AND HOME CO-OPERATION

Membership of the Committee. The Committee on Evangelism and Home Co-operation should be composed of the pastor, the general superintendent, strong teachers from each department of the school, preferably teachers who are parents, and one or more older pupils who have accepted Christ. The object of this committee is to promote the spiritual life of the whole school, the acceptance of Jesus Christ upon the part of every pupil and the enlistment of all in His service, and to arouse in the heart of teacher and parent a keener sense of responsibility for the pupil's moral and spiritual welfare.

The Program of Evangelism. The committee should plan a program which will cover the entire year. That program should make provision for:—

1. The observance of Decision Days, preferably on the first Sundays of November and February, and on Palm Sunday and Children's Day.
2. A five-minute prayer service for all officers and teachers immediately preceding the weekly session.
3. A special meeting for prayer, with the pastor, of all the teaching staff on the Sunday preceding each Decision Day.

Evangelism and Home Co-operation

4. A prayer calendar which all teachers should follow during the week preceding a Decision Day.

5. Special emphasis upon the life of consecration and prayer as the theme of the service of worship of all the upper departments one Sunday in each month.

6. Distribution to the teacher of helpful Decision Day literature.

The Teacher and His Class. The committee should be prepared to give the teacher helpful suggestions upon how he may best present their spiritual needs to those of his pupils who have not accepted Christ. But perhaps the teacher's first and most convincing appeal is his personal example of a big, strong Christian life. Furthermore, if pupils find evidence in their teacher of a great solicitude for their spiritual welfare, that discovery will have a marked and instant effect upon their lives. In his turn, he must be quick to detect those quiet influences at work in the mind and heart of the pupil that give the teacher his spiritual opportunity.

The Decision Day Service. The Decision Day service should be simple, brief and forceful in its appeal. In all departments above the Primary a short lesson period may follow a very brief service of worship. Classes should then reassemble. Preceding the distribution of decision cards there should be a forceful address by the pastor upon the great significance of Decision Day, and the inestimable privileges and opportunities of the Christian life. In some schools those who sign the cards are asked to witness for Christ before the school assembly; in others, they pass to an after-service in another room. For effective Decision Day services

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see Brown's "Evangelism in the Sunday School," F. H. Revell Company.

After Decision Day. This is the "critical period" in the religious life of those who have accepted Christ. A letter of cordial Christian greeting should be sent them by the general superintendent and the chairman of the Committee on Evangelism and Home Co-operation. They should receive helpful books and pamphlets and be asked at once to join the pastor's training class. The older pupils of the committee should confer with them upon how they may best become the spiritual leaders of the school, constant in Christian service, leading the four-fold life.

HOME STUDY AND CO-OPERATION

The Need. Reference has been made to the lack of co-operation of the home with the church school. Much of the failure of the church school to measure up as an efficient Christian organization is attributable to this cause. Whereas the solution of this problem must be laid for the most part at the door of the Parents' Department, much can be accomplished by this committee.

The Teacher and Home Study. There is little home study of the church school lesson. For this unfortunate situation perhaps the teacher and the home are each at fault. Many teachers do not assign home work intelligently, and many others do not require home work at all. Assignments are frequently too exacting or little calcu-

lated to stimulate the pupil's interest in his class work. It should be the duty of this committee to formulate general rules for lesson assignment which will be in every sense constructively helpful.

The Committee and the Home. The Committee on Evangelism and Home Co-operation should have an accurate list of all parents and should familiarize themselves with the conditions obtaining in each home. Through the use of letters and bulletins they should endeavor to interest parents in the work of the school. These communications should outline the main courses of study, indicate the manner in which the course of lessons of any one department fits into the larger plan, and emphasize the necessity of home preparation of the lesson.

Religious Conferences. This general committee should supervise the selection of pupils who are to represent the school at religious conferences. These conferences include Young Men's Christian Association and Young Women's Christian Association summer camps and conferences, denominational summer conferences for young people, city institutes, schools of methods and community training schools, and regional training schools under the auspices of the International Sunday School Association.

The Announcement of School Standards. At the beginning of the school year the committee should make announcement of the standards which govern the eligibility of those who are to

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be sent to these conferences, with expenses paid in part or in full; and they should also bring these standards to the attention of all parents. The standards may be printed on cards and distributed among pupils, published in the school paper periodically, and mailed to parents. On Children's Day, or some other Sunday in June, those attaining these school standards should receive from the committee the honor badge or button and receive public recognition before both church and school.

The Standards of Eligibility. These school standards of eligibility should be:—

1. Regularity of class attendance throughout the school year.

2. Conscientious lesson preparation, as reported by the teacher.

- *3. Especially noteworthy service to class, school, church or community.

4. Constant endeavor on the pupil's part to lead the four-fold life, also as reported by the teacher.

*For suggestions as to ways in which standard No. 3 may be fulfilled see Chapter 6.

The Results of This Plan. The combined appeal of the older pupils of the committee, of class officers who desire that their class maintain a high standard, and of the pupils themselves, who deem representing their school a great honor, usually succeeds in enlisting that home co-operation without which the program of evangelism for the school cannot achieve the greatest spiritual results.

QUESTIONS FOR CLASS DISCUSSION

1. What basic reasons can you find for the weakness of the program of evangelism in many schools?

Evangelism and Home Co-operation

2. How does the Committee on Evangelism and Home Co-operation function in your school?

3. Can you supplement the program of evangelism given in the text?

4. What share of the responsibility for winning pupils to Christ should be borne by the teacher?

5. How does the Decision Day service in your school differ from that given in the text?

6. Do the teachers with whose work you are familiar secure home study upon the part of their pupils?

7. Does the Committee on Evangelism of your school co-operate with parents?

8. What is your opinion of the practicability of the program suggested in the section headed "School Representation at Religious Conferences"?

SUGGESTED PROJECTS

1. Write a paper outlining the features to be emphasized in a program of Evangelism in a very small school and in a medium-sized school.

2. Be prepared to discuss the pastor's, general superintendent's and teacher's share of responsibility in the winning of pupils to Christ.

3. Write a paper outlining an effective Decision Day service for the Junior Department; one for the Teen-age.

4. Be prepared to discuss the momentous question of home preparation of the lesson.

5. Block out a plan whereby the older pupils of the Committee on Evangelism and Home Co-operation may influence parents.

6. Be prepared to offer constructive criticism of the plan of school representation at religious conferences.

BOOKS FOR REFERENCE AND FURTHER STUDY

Chapman, *The Spiritual Life of the Sunday School.*

McKinley, *Educational Evangelism.*

Fisher, *The Way to Win, Chap. 1.*

Shaw, *The Secret of Soul-Winning.*

Trumbull, *Taking Men Alive.*

Koons, *The Child's Religious Life.*

Dawson, *The Child and His Religion.*

Burgwin, *Practical Evangelism.*

Jowett, *The Passion for Souls.*

Johnston, *Studies in Personal Work.*

Hughes, *A Boy's Religion.*

Slattery, *A Girl's Religion.*

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XV

THE COMMITTEE ON SOCIAL LIFE AND RECREATION

THE Value of Social and Recreational Activities. The church is beginning to realize the value to religious education of a well-balanced social and recreational program. Teachers of classes and leaders of play-groups have learned that such a program offers a very direct approach to the inner life of their pupils—an approach to their REAL selves; and that the development of Christian character in children and in young people is to a large degree conditioned upon acceptance of the opportunity which such a program presents.

Membership and Duties of the Committee. This committee should be composed of representatives of all departments of the school and also the chairmen of department social and recreational committees. It should have complete supervision of the social and recreational life of the school, formulate a well-balanced program for all departments, and, in conjunction with the Committee on Evangelism and Home Co-operation, supervise the selection of pupils to represent the school at camps and conferences. As to the program of social and recreational

activities, this committee should function almost entirely through department and class committees.

The Program of Social Activities. Department and class committees should have supervision of all social programs planned for the department and the class, respectively. These programs will include socials, entertainments and inter-department and inter-class competitions. As there is an abundance of literature descriptive of social activities appropriate to use in the church school, it is enough to suggest here only a few forms of activity which have met with success.

For the Children's Division—Pop-corn parties, kewpie parties, flag parties, guessing games, number games.

For the Young People's and Adult Divisions—Department and class socials, entertainments and plays, Lincoln and Washington nights, mock trials and debates, trick and guessing games, citizenship talks, educational lectures.

The Program of Recreational Activities. If the school enjoys the services of a physical director or supervisor of recreation, he will, of course, have supervision of this phase of the committee's work. Here, again, the general committee should function through department, group and class committees. Emphasis should ALWAYS be placed upon recreational activities which involve the participation of the greatest numbers. Forms of athletics which tend to develop exclusive "star" teams and the never failing concomitant of "spectatoritis" must be subordinated, if not eliminated.

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Games and mass events such as the following meet the requirements of a program such as has just been described:

For the Children's Division—Garden parties, circle games, tag games, races and relays.

For the Young People's and Adult Divisions—Circle games, team games, relays, races, athletic meets, athletic stunts, ball games such as dodge-ball, volley-ball and medicine-ball.

School Representation at Recreation Camps.

It is also the duty of the Committee on Social Life and Recreation, in conjunction with the Committee on Evangelism and Home Co-operation, to designate as "honor" members of the school pupils whose record for the year has attained the school standards of eligibility. (See Chapter 14.) The committee should confer upon them the school honor badge or button regardless of whether they elect to attend summer recreation camps or religious conferences. Although the school pays no part of the expense incident to attendance at recreation camps, the committee should encourage members of the school to attend those camps the leaders of which are known to be men and women of the highest Christian character.

QUESTIONS FOR CLASS DISCUSSION

1. Is the social and recreational life of your school a well articulated part of the whole school program?
2. Is the program under the control of one central committee, or do several committees work independently of each other?
3. Does your school utilize the services of older pupils as leaders of social activities and of recreational events?
4. Does your school participate in inter-church school and community social and recreational activities?

Social Life and Recreation

5. Has your school taken the lead in introducing mass games and athletics in your community? If not, from what source did they spring?

6. Have the schools of your community requisitioned the services of returned service men as social and recreational activities leaders?

7. Upon what basis do the pupils of your school attend summer recreation camps?

8. Do you know of any school which has established standards of eligibility for attendance at these camps? If so, what are the standards?

SUGGESTED PROJECTS

1. Outline a program of social activities and recreation for the Intermediate Department for a period of three months; one for the Young People's Department for one month.

2. Write a short paper upon the advantages to be gained from the practice of using older pupils as leaders of social and recreational activities.

3. Block out a plan whereby the church schools of a community could support community recreation without giving offense to other organizations.

4. Write a paper upon the plan for a close interrelation between the church school and the summer camp.

BOOKS FOR READING AND FURTHER STUDY

Gates, *Recreation and the Church*.

Cheley, *Social Activities*.

Edwards, *Christianity and Amusements*.

Draper, *Community Recreation*.

Forbush, *Manual of Play*.

Wells, *Social to Save*.

See, *The Social Element*.

Fisher, *The Social Spirit*.

Bancroft, *Games for the Playground, etc.*

XVI

THE COMMITTEE ON SPECIAL DAYS

Membership of the Committee. The Committee on Special Days should be composed of representatives of every department of the school and of organized classes of older pupils. Though part of its membership will vary from time to time, there should be a permanent nucleus in order that the school may enjoy the services of a committee trained by experience.

General Duties of the Committee. The duties of the Committee on Special Days should include the preparation and supervision of:—

1. Special Day programs which require for proper observance the entire time of the school session. There should not be more than five or six programs of this type a year, however. Such programs would include those on Rally Day, Christmas Sunday, Easter, Children's Day, Promotion Day and possibly one or two Decision Day services in addition to those observed on several of the above days.

2. Special Day programs which occupy only the service of worship period of the school session. These programs may include the observance of such days as Boy and Girl Scout Days, Fathers' Day, Mothers' Day, Thanksgiving Sun-

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day and Lincoln's and Washington's Birthday Sundays.

3. Special Day programs of entertainment which are celebrated during the week. These include such outings as Arbor, Memorial and Independence Days, Parade Day (Big Walk Day) and Columbus Day.

4. Co-operation with the Educational Division of the school in the supervision of the Committee on Special Days Training Class. Members of this class who are giving intensive study to the work of this committee should be allowed to serve on the committee for short periods of time, accepting assignments of special duties. A year's training should sufficiently equip those who desire to serve as permanent members of this committee.

THE AIM OF SPECIAL DAY PROGRAMS.

Programs in observance of Special Days can be made of great educational value to the religious life of the school if the committee will exercise care in their preparation. Too frequently, however, these programs have little educational meaning. They are not well graded nor well balanced, and give every evidence of insufficient preparation. Their definite aim should be one of re-enforcement of the class and department instruction. Each Special Day service should convey a very definite message to the minds and hearts of the members of the school.

1. **The Rally Day Service.** This service is usually held on the third or fourth Sunday in

September. It is the great recruiting day of the year. A carefully planned campaign leading up to this day should culminate in the attendance of every member of the active school, and the presence of a large proportion of the Cradle Roll, Parents' and Home Department membership. On Rally Day school standards are fixed, ideals emphasized and goals set for the coming year.

2. The Thanksgiving Services. The school Thanksgiving service is usually celebrated on the Sunday preceding Thanksgiving Day; a dramatized program celebrating the landing of the Pilgrims may be held on the night before Thanksgiving. These are occasions of heartfelt gratitude to God for His great mercy and goodness. They should also afford opportunities for some form of community service.

3. The Christmas Services. The Sunday service takes place on the Sunday preceding Christmas; the week-night service, during Christmas week. This is the time for a renewed emphasis upon universal love and brotherhood. These programs should strongly emphasize the true giving, that which proceeds from the heart and expects no giving in return. The committee should co-operate with the Service Council in planning a giving Christmas which will meet some community need.

4. The Easter Service. This is a day of ingathering, following the Decision service usually held on Palm Sunday. Easter is the day of NEW LIFE. Christ lives again in those who

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bear His name. It represents a climax in the evangelistic work of the year. It should also offer another opportunity for a day of giving.

The Children's Day Service. Usually this service is held on the second Sunday in June. This day should be one of the happiest of the year, and, like Christmas, a time for making others happy. The committee should co-operate again with the Service Council in the preparation of a program which will bring sunshine and cheer to those who are unable to attend the school session.

The Promotion Day Service. Promotion Day services may be held on the Sunday after Children's Day or on the Sunday immediately preceding Rally Day. This should be a very significant day in the school year. The service should dignify and emphasize the importance of promotion in the religious life of the pupil. It should make provision for an installation service for all officers and teachers, with special recognition of the graduates of officer-training, teacher-training and committee-training classes

QUESTIONS FOR CLASS DISCUSSION

1. How many Special Day programs occupy the entire time of your school session?
2. Do these programs prove of value to the educational work of the school?
3. Do the Special Day programs celebrated during the week contribute to the life of the school something of benefit other than a social good time?
4. Has your school a training class in the work of the Committee on Special Days?
5. Are the officers and teachers of your school publicly installed in office? Is this recognition given in the church service as well as during the session of the school?

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6. Is it advisable that this committee have a sub-committee in charge of decorations?

SUGGESTED PROJECTS

1. Write a paper giving your ideas of how Special Day programs may strengthen the educational and service work of the school.
2. Be prepared to discuss the plan of having the same committee in charge of all Special Day programs.
3. Outline an impressive service of recognition in the church service of officers and teachers of the school.

BOOKS FOR READING AND FURTHER STUDY

Lawrance, *Special Days in the Sunday School*.
Brown, *Sunday School Officers' Manual*, Chap. 29.
Brown, *The Superintendent and His Work*, Chap. 17.

XVII

THE DEPARTMENT PRINCIPAL AS AN ADMINISTRATOR

HIS Relation to the General Superintendent. The department principal is the chief administrative officer of the department. In many respects his position is not unlike that of the general superintendent of a small church school. The department principal is held responsible by the general superintendent for the administration of general school policies within his department. As a member of the school cabinet he is expected to make a detailed report upon every phase of the school program as it relates to his department. Only in this way will a unified program of instruction, worship and service be obtained for the whole school.

His Relation to General Officers and Supervisors. The department principal should recognize the training and experience of general officers and of special supervisors. Moreover, he should always be ready to consult each of them upon the best methods of carrying out in the department the program of his special subject. *But the department principal is not subordinate to these officers and supervisors.* He is privileged to accept or to reject their recommenda-

tions. The meetings of the school cabinet, however, offer that free interchange of opinion, that clearing-house of ideas, which should always establish a concert of purpose and perfect harmony of action.

His Relation to the Officers and Teachers of the Department. The department principal has under his supervision the instruction, worship and expressional life of the department. He should hold the Educational Division of the school responsible for the provision of an adequate supply of competent teachers for his department and should look to the Service Division to provide a well correlated series of recreational and service activities. He should assume direct charge of the program of worship in his department. He should also insure the fact that the teachers' meetings of the department are of very real value to every worker. He should require of the department secretaries accurate records of attendance and punctuality, and of the teachers a definite plan for every lesson.

His Relation to the Activities of the Department. The department principal supervises the inter-class activities of the department as planned and carried out by the department committees. The activities of all clubs and societies of the department are also subject to his approval. His supervision will include, too, all programs of boys' and girls' recreational work which in the large church school are frequently under the immediate direction of employed specialists.

The Department Principal as an Administrator

QUESTIONS FOR CLASS DISCUSSION

1. What general policies have a very direct bearing upon the success of a unified program of church school administration?

2. What is your opinion of the dictum that the department principal is not subordinate to general officers or supervisors in matters which concern his department?

3. Are the teachers' meetings of the department in which you are an officer or a teacher uniformly of value to the workers?

4. Do you consider that the program of worship in your department creates an atmosphere distinctly helpful to the class teacher?

5. Have the teen-age departments of your school organized programs of recreation for boys and girls under the direction of supervisors?

SUGGESTED PROJECTS

1. Trace the similarity between the administrative duties of the general superintendent of a small school and those of a department principal of a large school.

2. Write a paper upon the interrelation of department principals and special supervisors and teachers.

3. Demonstrate the fact that close co-ordination between the three main divisions of the church school organization is essential to the development of a strong administrative program.

BOOKS FOR READING AND FURTHER STUDY.

Cunninggim and North, *The Organization and Administration of the Sunday School*; Chapter 9.

Brown, *Sunday School Officers' Manual*; Chapters 5 to 12.

Faris, *The Sunday School at Work*; Chapters 6 and 7.

Athearn, *The Church School*; Chapters 4 to 9.

XVIII

THE CLASS TEACHER AS AN ADMINISTRATOR

HIS Relation to the Department Principal. Much that has been said of the relation existing between the department principal and general superintendent applies to the relation between the class teacher and the department principal. The latter holds the teacher responsible for the administration of general department policies within the class. As a member of the department cabinet or executive committee the teacher should make a detailed report upon every phase of the department administrative program as it relates to his class. In this way only may the program be thoroughly unified.

His Relation to Officers and Special Teachers of the Department. The class teacher should be quick to recognize the knowledge and training of the officers and special teachers of the department. He, too, should ever be ready to consult these specialists as to the best methods of carrying out in the class the requirements of their special work, and should be grateful for the professional assistance which these special teachers may render to him or to the pupils of his class.

The Class Teacher as an Administrator

His Relation to the Pupils of His Class. Much of the relation which obtains between the teacher and the members of his class has been described in other chapters of this book. It is enough to say that the teacher is held responsible by his department and by the whole school for the successful administration of the instruction, worship and service of his class.

The teacher in the Beginners' or Primary Departments must of necessity keep the reins of class administration entirely in his own hands. The Junior or Intermediate Department teacher realizes that a certain degree of responsibility may be safely entrusted to members of his class. He may assign to one member of the class distribution of lesson leaflets and other material, to another a share in the supervision of expressional activities.

The teacher in the Senior or Young People's departments should administrate indirectly, sharing as largely as possible with the members of his class leadership in worship, instruction and service. He should insure the fact that during the school year every member may have an opportunity to present the lesson, lead the class worship period and assume definite responsibility in connection with the social, recreational and service activities of the class.

QUESTIONS FOR CLASS DISCUSSION

1. What general policies of the department depend upon the class teacher's co-operation for their success?
2. What supervisors or special teachers can be of great assistance to the class teacher in his work?
3. In what ways are Junior pupils too immature to

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share to any great degree responsibility for class administration?

4. Are the pupils of organized classes in your school given considerable responsibility for the successful administration of the three-fold program of their own class?

SUGGESTED PROJECTS

1. Write a paper upon phases of a department program for which the class teacher is held responsible by the department principal.

2. Be prepared to discuss the relation which should obtain between teacher and pupil from the standpoint of successful class administration.

*BOOKS FOR READING AND FURTHER STUDY

Weigle, *The Pupil and the Teacher.*

Faris, *The Sunday School at Work.*

Brown, *The Superintendent and His Work.*

Athearn, *The Church School.*

Lawrence, *How to Conduct a Sunday School.*

*Though there is at present little or no material which deals exclusively with the class teacher as an administrator, the student will find much in these five books which bears more or less directly upon the question under discussion.

XIX

THE YOUNG PEOPLE'S COUNCIL

Membership of the Council. The membership of the Young People's Council should be composed of (1) a representative from each organized class of the Young People's Division, of (2) a representative from each training class whose membership consists of older pupils, and of (3) the leaders of all clubs and societies affiliated with the Young People's Division of the school.

General Duties of the Council. The general duties of the Council should include activities within the school and outside the school.

1. Activities Within the School.

- (a) The selection of the worship committees of the Young People's Division. Upon these committees of pupils should devolve entire responsibility for the administration of the service of worship in the Intermediate, Senior and Young People's departments.
- (b) The selection of representatives of the older pupils to serve on the general committees of the school. Every general committee should have in its membership a representation of the older pupils, for, *just in proportion as*

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these young people are given a share in the administration of the school, to that degree will they be impelled to a real interest in its welfare.

- (c) The selection, in co-operation with the Educational and Service Divisions of the school, of pupils who may be assigned to practice teaching and other forms of practice work in the school. This type of activity should include the temporary practice teaching of members of the school training classes and also the assignments of special tasks immediately concerned with the duties of various officers of the church.
- (d) Representatives of the Young People's Council should be prepared to appear personally before men's and women's organizations of their own church to bespeak their support of projects for which the normal resources of the church school treasury may be found inadequate.*
- (e) The Council should also select with the greatest care older pupils who, with the advice of the Service Council, are competent to direct the Junior civic organizations in their elementary study of community interests and

*An illustration of such a need is that of securing funds with which to send representatives of the school to religious conferences for young people.

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problems. Periodically these older pupils should request public officials of the community to give to the school a simple and clear presentation of the duties of their office. Experience has taught that if this presentation is not made to pupils at an early age, if definite civic ideals are not inculcated early in the pupil's life, the task of inducing true social thinking and social action later in life is a difficult one.

- (f) Another specific duty of the Council is that of providing older pupils competent to act as leaders of social and recreational programs. These older pupils may be of invaluable assistance to scout masters of Boy Scout or Girl Scout troops or to supervisors of recreation.

2. Activities Outside the School.

- (a) The selection of representatives of the school to serve as members of the Older Boys' and Older Girls' Councils of the community. These Councils should exert a large measure of influence in directing the Christian impact of church schools upon the social, recreational, civic and religious life of the community. (See Chapter 1.)
- (b) The arrangement of a schedule of visitation of other church schools of the community on the part of older pupils. Pupils gain a broader vision

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through these visits and frequently bring back to their schools the inspiration of new ideas. These pupils should be asked to make definite reports to the Young People's Council upon these visits.

- (c) The selection of older pupils to serve on the governing board of the local church school athletic league and as officials for all forms of community recreation.

QUESTIONS FOR CLASS DISCUSSION

1. How is the Young People's Council in your school selected?
2. Has the Council power and standing with the adult workers of the school?
3. Does it enjoy the confidence and respect of the general superintendent?
4. Does the Council have representation upon all the important committees of the school?
5. Do its representatives attend community religious meetings?
6. How much visitation of other schools is done on the part of the older pupils of your school?
7. Do older pupils take part in meetings of the younger departments of your school?
8. Are they instrumental in securing the presence in the school of city officials?
9. Are they leaders in other school activities?

SUGGESTED PROJECTS

1. Outline a plan for giving a vision of the work of a Young People's Council to a general superintendent of the "old school."
2. What method of adult guidance and advice for the Students' Council would prove feasible? State your reasons.
3. Write a paper upon the favorable reactions that should follow from visitation of other schools on the part of older pupils.
4. Make a list of types of life work which might

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well be presented in the service of worship of the upper departments of the school.

5. Write a paper upon the advantage to a school of a Young People's Council.

BOOKS FOR READING AND FURTHER STUDY

Leaflet No. 6, Older Boys' and Girls' Sunday School Conferences.

Athearn, *The Church School.*

Faris, *The Sunday School at Work.*

Brown, *Sunday School Officers' Manual.*



CENTRAL RESERVE

